

SIERRA EDUCATIONAL NEWS

MARCH 1926



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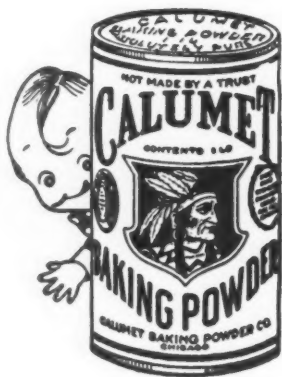
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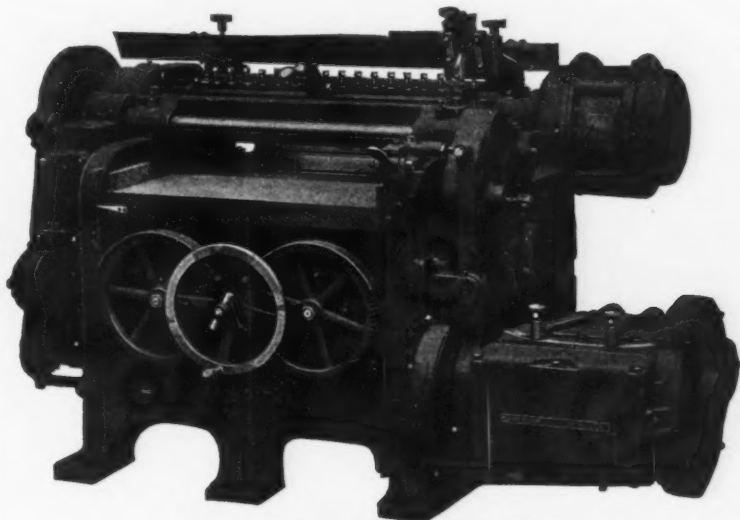
contains 354 pages gilded at top, with 150 illustrations, numerous charts, drawings, stock bills, diagrams, etc. The book is 6 $\frac{1}{4}$ x 9 $\frac{1}{4}$ inches in size and is bound in Levant pattern leather, with the lettering in pure gold. In fact no expense has been spared to make the physical beauty of the book worthy of the unusual quality of its text contents. Price to teachers and directors of woodworking \$2.50.

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— SIERRA EDUCATIONAL NEWS —

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Department of Educational Travel

Summer Suggestions, 1926

MANY TEACHERS are already planning extended educational and travel-study tours for the summer of 1926. Summer sessions, teachers' camps, mountain lodges, sea voyages, great circle railway tours, "to see the folks back home,"—all these are in the programs of California's 35,000 school people.

Trips of notable educational value and interest are: Jasper National Park and Mount Robson, in the Canadian Cordilleras, and the Hawaiian (or Sandwich) Archipelago, in the mid-Pacific.

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to the port of Hilo on the Island of Hawaii.

Two days and a night are here spent viewing native villages, forests of giant fern, and the many wonders of the great Hawaii National Park where is situated the volcano of Kilauea and its great fire pit, Halemaumau. The traveler then returns to Honolulu where he has time to enjoy the beautiful city before sailing for home.

Hawaii in addition to its natural charm offers unusual interest to the visitor of every life vocation whether he be artist, engineer or historian and to the educationalist in particular. This melting pot for innumerable of the Oriental and Occidental races constitutes an excellent object for observation. Nowhere else in the world is racial intermarriage and miscegenation so pronounced and varied. Ever since the coming of the missionaries to the Islands popular education has made greater progress there than in any section of the world and they have long been the center for educational opportunities.

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SIERRA EDUCATIONAL NEWS

Official Publication of the California Teachers' Association

PUBLISHED BY THE CALIFORNIA COUNCIL OF EDUCATION

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VAUGHAN MACCAUGHEY.....*Editor*

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MARCH, 1926

No. 3

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CHARL ORMOND WILLIAMS

*Field Secretary National Education Association
Active Leader of Friends of the New Education Bill*

(See Page 140)



EDITORIAL



THE celebration of Arbor Day, March 7, Luther Burbank's birthday, will be given fresh interest in many states this year because of the national playground beautification contest which is being conducted by the Play-
ARBOR DAY ground and Recreation Association of America. Recreation departments, playground committees, schools, park commissions, American Legion Posts, parent-teacher associations, women's clubs, chambers of commerce, and other organizations in 179 cities which have entered the contest and which are beautifying their playgrounds in anticipation of winning national honor and cash prizes of either \$100 or \$550, are being asked by the contest committee to utilize Arbor Day as one of the most appropriate occasions for the beautification of their play fields.

With the current interest in improvement of play spaces, it is expected that many cities not competing in the contest will also select Arbor Day for the planting of trees, shrubs, vines and flowers about the school grounds and on play and athletic fields as a part of the general beautification movement.

On Arbor Day the special interest of the children will be enlisted by summoning them to do the planting or to engage in other beautification under the direction of a nurseryman or landscape architect. A ceremony, including a brief address on the meaning of Arbor Day, reciting of verses, songs, stories on noted trees, and dedication of the plantings may accompany the planting.

CALIFORNIA school people rejoice to learn of the recent appointment of Judge William H. Waste of Berkeley as Chief Justice of the State Supreme Court. He assumed his new position January 1. Judge
AN HONORED WORKER Waste has made a splendid record in civic, educational and progressive enterprises of every kind. He is widely known as a friend of the American public schools and as a steadfast advocate of California's educational program.

Judge Waste graduated from the University of California in 1891 and from Hastings Law College in 1894. He was a member of the Assembly from 1903 to 1905, was appointed a judge of the Superior Court of Alameda County in 1905 and was re-elected to the position three times. He resigned in 1919 to become presiding justice of the District Court of Appeals, first appellate district, at San Francisco. In 1921 he was appointed to the State Supreme Court and a year later was elected to that post for a ten-year term which has not yet expired. Judge Waste has been prominent and useful in the life of our Commonwealth. V. MacC.

* * *

APRIL

Vacation activities of teachers and pupils will be featured in the April issue. There is a growing movement, actively expressed in many progressive communities, toward making the vacation period one of definite educational value and meaning.

CALIFORNIA school people will follow with keen interest the progress of two important educational measures which are to appear on the next ballot.

Assembly Constitutional Amendment No. 11 provides for classification of school districts by 11 and 24 the legislature. This measure will make possible legislation that is needed for certain school districts, without making it apply to other districts that would not be benefitted by such legislation.

Senate Constitutional Amendment No. 24 makes possible the borrowing of moneys for the use of school districts, from other school districts, such moneys to be returned out of the first tax money collected. This amendment makes possible the doing away with our present system of registering warrants and paying interest thereon. Thousands of dollars are lost to the school districts of this state yearly through the necessity of registering warrants.

The people of California should vote for these two constructive measures.

V. MacC.

* * *

THE new Education Bill (S. 291 and H. R. 5000) has gained ground in Congress. It was introduced in both houses the first week of this session, by Senator Charles Curtis of Kansas, the majority floor leader and the **THE EDUCATION BILL** chairman of the Rules Committee in the Senate and by Representative Daniel Alden Reed of New York, the chairman of the Committee on Education in the House of Representatives. The friendly attitude of President Coolidge gives additional hope that the bill may be passed in this Congress.

The new Education Bill is the result of ten months work. Representatives

of 28 supporting organizations assisted in drafting the measure. The omission of federal aid from the bill removes much of the opposition which has been directed toward previous bills.

The way is clear now to vigorously push for action on this measure. The plan for the reorganization of the executive departments of the Government which has held up the legislation for a Department of Education for a number of years has now been laid aside and another plan substituted which does not in any way interfere with the passage of this legislation.

The new bill is a simple and brief measure. It provides for three things:

- 1—The creation of a federal Department of Education with a Secretary in the Cabinet of the President.
- 2—For the coordination of the activities in education now carried on by the federal government.
- 3—For an appropriation to enable the Department to do its work.

V. MacC.

* * *

FOR many decades the California Teachers' Association and its forbears have steadily pursued a policy of adequate remuneration for the teaching profession. These campaigns have been statewide and also have coordinated with national campaigns. Since the days of John Swett, the state educational organization has actively furthered the cause of better teachers through better salaries.

The State Council of Education has long maintained committees on teacher salaries. These committees have made extensive reports, which have been published from time to time in the *Sierra Educational News*.

Not long ago, for example, a member of the Board of Directors, Super-

intendent Roy Good of Mendocino County, made an investigation of teachers salaries today as compared with those of 40 years ago. In his study, which was published by the California Teachers' Association, he shows that in practically every case studied, *the salary in 1879 had more purchasing power than the salary in the same school in 1923.* The average salary in those rural districts in 1879 was \$1,587, as compared with \$1,279 today, *a decrease of \$302 upon each salary or 19 per cent.* Not only was there such a reduction, but the average number of months taught then was 7.44, as compared with 9 months today. In other words, a decrease of 19 per cent in salary, while requiring during the year a month-and-a-half more service.

Teachers are receiving much less salary today than they were then in these schools. "There were 12 men," states Mr. Good, "in the 20 schools at that time. Today there are no men at all. Is it any wonder? Can a man teach in any one of these schools today and raise a family? Is it right to limit so important a profession in such a way as to exclude men from our country schools?"

THE PROBLEM of adequate remuneration for the teacher is interwoven, of course, with the entire question of adequate school finance. For example, a California Teachers' Association committee, headed by Dr. Fred M. Hunter of Oakland, after investigation, has reported a definite decrease in the support of California schools by the State of California.

One investigation shows that in the 5 years from 1917-1922 the average

state support decreased from 24 per cent of the cost of the schools to 18 per cent. In California the decrease of state support has been even more startling.

Over a period of 20 years from 1900-1920, the percentage of state support decreased from 53 per cent to 14 per cent. Constitutional Amendment No. 16 has slightly changed this trend. It has raised the percentage of state support from 14 per cent to somewhat more than 20 per cent.

There can be no doubt, however, that *those who would lessen the cost of public education are doing everything in their power to make education wholly a local function and to shift the burden of taxation from the state to the local community.*

This movement is most pronounced in California, states the committee, because California is the battle-ground at the present time of the forces of progressivism and reaction. There can be no doubt of a state-wide campaign on the part of carefully-organized and well-financed forces to combat the progressive movement and progressive legislation in this state.

California has stood in the fore-front in humanitarian and progressive legislation. If these reactionary forces can win California, they will have captured the stronghold of progressivism and may win the nation. Their first step in this direction is to shift the burden of taxation for schools wholly to the local community.

The California Teachers' Association stands squarely for an adequate state-wide program of school finance.

V. MacC.

California School Trustees Handbook and Public School Catechism. An invaluable handbook for all school people, P. T. A. S., study clubs, and libraries. Fifteen cents per copy. Write headquarters.

The World Federation of Education Associations and Some of Its Activities

AUGUSTUS O. THOMAS

*Commissioner of Education for Maine and President of World Federation
of Education Associations*



WITHOUT DOUBT, the outstanding event of the World Conference on Education held in San Francisco in 1923 was the completion of the organization of the World Federation of Education Associations, now well established with a definite program of activities and far-reaching results assured. Increasing interest is manifest in its work. It is making of education a greater cause than ever before and is affiliating the teachers in all countries in constructive work. To the teacher who believes that education is a guiding force in civilization, the World Federation appeals strongly.

Possibly, there may never be another meeting of the Federation which will present the highlights, the sensations and the spectacular, together with the practical working out of definite programs, to the same degree as the San Francisco meeting. But Edinburgh had its strong points. Many California teachers were there. They were a fine, constructive group and appealed to me through their earnestness and their fine spirit of cooperation. It is not only because of the acceptance of Dr. Jordan's plan in the Raphael Herman \$25,000 contest, but it is because the teachers of California have definite ideals and these ideals are strongly tintured with the desire for the advance of civilization through peaceful methods and through a belief in the efficacy of Education.

Of the events of recent years, Edinburgh is bound to stand out as one of the peaks in the sky of progress. It will stand with Locarno as a monument to human progress. Locarno supplies the machinery of better understanding and the reign of justice. Edinburgh provides

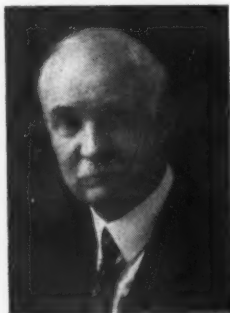
the trained operator. One provides the document, the other the spirit of its observance. One would be incomplete without the other. They are the two great outstanding events among the multiplicity of important occurrences of the last generation.

When I returned from Europe, upon landing at Boston I was met by newspaper reporters who wanted to know what sensational things or spectacular pronouncement Edinburgh was giving out. I told them there were none; there could be none, but Edinburgh did develop and did discover a new philosophy in education diametrically opposed to the old. The old philosophy was that human nature cannot change should not change and does not change.

The new philosophy is that human nature can change, should change and does change and that it is the part of education to change human nature from the crude elements which have hung over from the old barbaric days and supply the newer attributes of an advanced civilization. It is possible and practicable to attempt to shape future civilizations through purposeful training of the oncoming generation.

The Minister of Education of Great Britain, standing in Parliament defending what is called the Children's Charter—when Marshal Haig was holding his men with their backs to the wall defending the Channel ports—gave utterance to this immortal sentiment and definition of education, "Education is the debt eternal of maturity to youth." We have heard some charge our young people with great infidelity to the sterling principles of their fathers and mothers. They do not stop to think that the young people of

(Continued on Page 176)



Aggressive Good-will in Modern Education

WALTER F. DEXTER

President, Whittier College, Whittier, California

A CURSORY SURVEY of the American educational field will readily convince one that the enrollment in every branch of our American system is rapidly increasing. This increase is largely because of an acceptance of the new philosophy of all education, "Good-Will." Aggressive good-will is rapidly becoming the law of the school.

A recent advertisement in one of America's leading periodicals declared that "The Supreme Court of the United States has defined good-will as 'the disposition of a pleased customer to return to the place where he has been well-treated.'" Aggressive good-will is the disposition of a pleased customer to bring with him a prospective customer on his return to the place where he has been well-treated. Interpreting this in terms of education, we have come to believe that aggressive good-will is that disposition on the part of an individual to not only respect his fellow man, but to get his neighbor and

his friends to react in like manner. This is the great challenge before the world today.

Aggressive good-will in education depends upon three dynamic factors, **good faith, good workmanship and good fellowship.** The broad-minded scholar is an individual with a dynamic faith in humanity, for faith compels him to believe in the "improvability" of people. It creates within him an open mind. He is willing to investigate all fields of knowledge from the standpoint of a sympathetic research student.

The aggressive good-willer in education is a thorough worker. He believes in the highest possible preparation and the most polished skill in teaching.

He is an individual who appreciates the meaning of social solidarity. He believes that personality's greatest asset is friendship, without which education cannot succeed in the highest sense of the term.



Good-will can best be taught, not by sermons and platitudes, but through wise utilization of the actual life-experiences of children. Good-will flourishes when dynamically expressed in daily life-relationships. This Band of Mercy is in a Hallowell, Maine, public school. Courtesy of The American Humane Education Society, Boston.

The Principles of Progressive Education

I. Freedom to Develop Naturally



HE conduct of the pupil should be governed by himself according to the social needs of his community, rather than by arbitrary laws. Full opportunity for initiative and self-expression should be provided, together with an environment rich in interesting material that is available for the free use of every pupil.

II. Interest, the Motive of All Work

Interest should be satisfied and developed through: (1) Direct and indirect contact with the world and its activities, and use of the experience thus gained. (2) Application of knowledge gained, and correlation between different subjects. (3) The consciousness of achievement.

III. The Teacher a Guide, Not a Taskmaster

It is essential that teachers should believe in the aims and general principles of Progressive Education and that they should have latitude for the development of initiative and originality.

Progressive teachers will encourage the use of all the senses, training the pupils in both observation and judgment; and instead of hearing recitations only, will spend most of the time teaching how to use various sources of information, including life activities as well as books; how to reason about the information thus acquired; and how to express forcefully and logically the conclusions reached.

Ideal teaching conditions demand that classes be small, especially in the elementary school years.

IV. Scientific Study of Pupil Development.

School records should not be confined to the marks given by the teachers to show the advancement of the pupils in their study of subjects, but should also include both objective and subjective reports on those physical, mental, moral

and social characteristics which affect both school and adult life, and which can be influenced by the school and the home. Such records should be used as a guide for the treatment of each pupil, and should also serve to focus the attention of the teacher on the all-important work of development rather than on simply teaching subject-matter.

V. Greater Attention to All That Affects the Child's Physical Development

One of the first considerations of Progressive Education is the health of the pupils. Much more room in which to move about, better light and air, clean and well ventilated buildings, easier access to the out-of-doors and greater use of it, are all necessary. There should be frequent use of adequate playgrounds. The teachers should observe closely the physical conditions of each pupil and, in co-operation with the home, make abounding health the first objective of childhood.

VI. Co-operation Between School and Home to Meet the Needs of Child Life

The school should provide, with the home, as much as is possible of all that the natural interests and activities of the child demand, especially during the elementary school years. These conditions can come about only through intelligent co-operation between parents and teachers.

VII. The Progressive School a Leader in Educational Movements

The Progressive School should be a leader in educational movements. It should be a laboratory where new ideas, if worthy, meet encouragement; where tradition alone does not rule, but the best of the past is leavened with the discoveries of today, and the result is freely added to the sum of educational knowledge.

Progressive Education Association

A Fundamental Task in Secondary Education

GEORGE S. COUNTS

Professor of Education, Graduate School, Department of Education, Yale University



ACCORDING to your request, I have set down the following brief statement regarding a fundamental problem in secondary education:

The most difficult problem facing the public high school in the United States is that of developing in the public mind a new set of traditions regarding the purpose and meaning of secondary education.

In the general organization of our educational system we long ago repudiated the doctrine that the function of the secondary school is to serve the children of the favored classes, but both parents and students continue to regard the secondary school as an avenue through which

entrance into those classes may be assured.

Thus, while the secondary school no longer closes its doors to boys and girls of humble parentage, in its traditions and its program, in the attitudes which it generates in its students, in the occupations to which its graduates aspire, it *still articulates too closely with the groups which it has served in the past.*

If the public high school is to serve as an effective agency for social amelioration, it must sever its connections completely with that aristocratic conception of secondary education which is our heritage from the past.

It must seek to exalt and make significant the occupations in which the great masses of men engage.

The Junior College in California

LEONARD V. KOOS

Professor of Secondary Education, University of Minnesota, Minneapolis

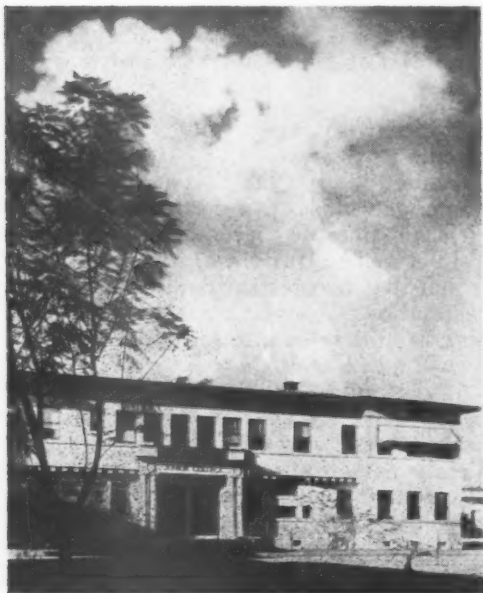


DURING THE spring of 1922 it was my privilege, in connection with a nation-wide study of the junior college movement, to observe in operation a dozen or more—at that time a majority—of the junior colleges in California. I came away from the state with the impression that California had the most vigorous development of public units of this type. Not that other states, more especially certain states of the Middle West, did not have as good examples of the movement as are to be found anywhere, but that the development in the commonwealth as a whole was stronger and more widespread than elsewhere in the country. This despite the fact that the first units of this type were established, not on the Pacific Coast, but in the Middle West.

I came away with impressions also

that the major factors in the more rapid development were the generous provisions for state aid and the relatively vigorous development of secondary education on levels below the junior college. From more recent contacts and information I learn that the movement has continued to grow in accordance with its earlier promise, one source indicating that there were enrolled in these units in the state during the last school year approximately forty-eight hundred students. It may assist to an appreciation of such a development to say that there are estimable state universities with total registrations no larger than this.

This relatively vigorous development is cause both for congratulation and for inquiry over what is to be the ultimate place of the junior college in the system of education in the state. It means that California will need to decide on certain



Fullerton Junior College, California

important issues facing the junior college sooner than other states of the union. If one speaking from the outside may be permitted to venture a judgment as to what these issues are, I should like to mention two, although there are many others deserving of serious consideration.

Relation to High School

The first of these problems, to which those who have the destinies of the secondary schools in their hands should give early and earnest consideration, is the **type of organization that should be fostered, especially as it concerns relationships with the other portions of the full period of secondary education** which underlie the junior college. There can be no doubt that certain advantages inhere in partial separation of the junior-college years from those of the high school, at least during the period when standards of work are being established and while the community served is being led to an appreciation of the fact that the work is at least the equivalent of that offered in the first two college years in higher institutions.

But this temporary need should not lead to a permanent separation of junior-college years from those with which they are logically associated. We should be

able to see through this veil of traditional separation of high school and college years and envisage a future organization of secondary education which will distribute the eight years of the full period on what appears to be at better basis than the 3-3-2 plan toward which we have lately been moving. Some have suggested a 4-4 division of this eight-year period, and it appears to have much to commend it. But, whatever the division, permanent advantages are with an organization that in some way brings close association of junior-college years with the last years of the conventional high-school period.

Proper Distribution

The other problem to which I wish to refer is the **proper distribution of junior colleges to serve the whole state**. In the early stages of such a movement it may be advisable to assume a *laissez faire* policy which gives latitude for local experimentation, but in view of the present large development, the problem of making the facilities accessible to all the youth of the state with an eye to "economy and efficiency" as concerns the state and the local communities should come in for serious consideration. Decision on this important question can not be intelligently made without extended investigation; a survey of the entire state from the standpoint of this problem which will include among others, facts concerning the distribution and tendencies of high school enrollment and college attendance local and general, local ability to support the added work, facilities for the transportation of students to units where the junior college work is made available, and the need of residence facilities for students living in areas where the provision of junior college work can not be justified, etc.

The relatively generous provisions for aid already made are expressive of an assumption of responsibility by the state that predicts that it will soon take steps to secure a proper distribution of institutions offering junior college opportunities, just as states have assumed some responsibility for the proper distribution of secondary school work on lower levels. I have no doubt that these two problems—and others pertaining to the junior college—are now under consideration by many in the state.

The Junior College: A Message

RAY LYMAN WILBUR

President, Stanford University



WE ARE about ready in America to stop that fetish worship of the numeral four—four years of school, four years of college, and so on—which has resulted in the artificial division of human life along certain social lines regardless of education itself.

The junior college is giving us the chance to see that there is a unique opportunity for young people in the period of their teens to find themselves out. This can be done without great economic disadvantage and often without leaving the home community after high school graduation has been attained.

The student mortality in the early college years is not only a devastating one, but has very mortifying and humiliating results. When something like 60 per cent of those admitted to our colleges fail to graduate the collective disappointment is prodigious. The junior college is a trying-out place: it permits those who have the capacity for further college instruction to discover their abilities and interests and inspires them to make the effort to go ahead to complete their education; it gives those who have neither the capacity to profit by university instruction nor the necessary financial backing, the chance to round out their education by two years of work of college grade, given in smaller classes with more personal supervision than is possible in the large colleges of the country.

Moreover, the junior college provides particularly for that class of men who are mechanically minded and of women who are domestically minded the opportunity to improve their abilities to use their bodies in various ways, and to obtain at the same time a better understanding of their environment from work in languages, history, mathematics, etc., of a comparatively elementary sort.

The great crowds of students leaving our high schools can not be absorbed by the universities and colleges. The junior college can absorb the shock of these



Science Laboratory in a California Junior College

increasing numbers at less expense financially, and at less cost to the universities in the development of research and in the improvement of advanced and professional education.

I am satisfied that the junior college is a large part of the answer to the question as to what shall be done with our youth as we increase in prosperity and feel the need of more understanding and more training for a necessarily more complicated life.

* * *

Fullerton Junior College

FULLERTON Junior College has made notable advance during the past year in the attainment of something akin to genuine college spirit. Among the forces operating in this direction are: First, a separate building containing a Study Hall, Women's Club Room, Student Body Headquarters, a number of classrooms and the Dean's office.

Second, a partially separate faculty. Third, a different schedule of recitations. College recitations and laboratory exercises are on the hour basis, whereas the high school is on the forty-five minute basis.

Fourth, a number of active college or-



The Library, Fullerton Junior College, California

ganizations. College assemblies are held at a stated hour each week but one. On that week the Young Women's Christian Association and the Young Men's Christian Association meetings are held. These meetings are well attended and are a constructive force in the college. Other organizations and institutions that are helping to build up a sense of self-consciousness are: The Associated Women Students, the Letter Club for men, the Honor Society, the Weekly Newspaper and the Annual.

Fullerton

W. T. BOYCE

* * *

Brawley Junior College

BRAWLEY JUNIOR COLLEGE is erecting a new building which is to be ready for use by May 1. The first floor contains a large library and lecture rooms; the second floor accommodates all the science lecture rooms and laboratories. This building is part of a building program amounting to \$160,000,

being carried out this year by the Brawley Union High School district.

The Junior College football team in this first season of its organization, played all available teams in the Imperial Valley, winning six out of seven games and tying the seventh.

The student body presented most successfully, on February 19, the farce-comedy, "The Whole Town's Talking."

Brawley

C. N. VANCE

* * *

Taft Junior College

TAFT Junior College was established four years ago and has had a slow but steady growth—now numbering about thirty students. This year a special effort was made by the administration, under Principal J. T. McRuer, to obtain real college instructors, as a result of which we have an excellent junior college faculty. The position of dean was established, which is filled by Mr. John G. Howes, formerly of Middlebury College. The college instruction

is being centralized, so far as possible, in one section of the high school plant, which we feel will help materially in creating a better junior college spirit. We are making possible college instruction for the young people of the West Side of the San Joaquin Valley. In general we feel that progress is being made in our junior college.

Taft.

JOHN G. HOWES

* * *

San Benito County Junior College

SAN BENITO County Junior College of Hollister, California, which is operated in connection with the County High School, champions the cause of the so-called humanities. Its curriculum, therefore, centers around the "gold standard" subjects of the educational field.

Certain good results are claimed for this plan.



Senior Class, San Benito Junior College

1. It is held that too early specialization is avoided.

2. The continual spreading out of the curriculum with its inevitable small and unprofitable classes is prevented.

3. Subjects of an elementary vocational nature and high school subjects in general are not duplicated in the Junior College.

4. As a result of the foregoing arrangement, the Junior College Classes are large enough to be inspirational and wholesome, and at the same time, the overhead expense of operation is kept at a minimum.

Hollister

PHILLIP POWER

* * *

Kern County Union Junior College

LIKE OTHER junior colleges in California, the Kern County Union Junior College has been seeking the proper standard of recom-

mendation when transferring its students to other institutions. In May, 1925 a plan was adopted which, it is interesting to observe, parallels the University of California's new regulation for admission with advanced standing.

The student who enters the junior college with a Form A recommendation may be transferred to another institution at the end of any semester he desires; provided, of course, he has done junior college work of at least C average. The student who does not have a Form A recommendation of his high school program may not be transferred to another institution until he shall have graduated from the junior college.

These regulations have already resulted in an added seriousness of effort on the part of the unrecommended student. They have also brought expressions of approval from college authorities for this better insurance of the academic success of transferred students.

GRACE BIRD

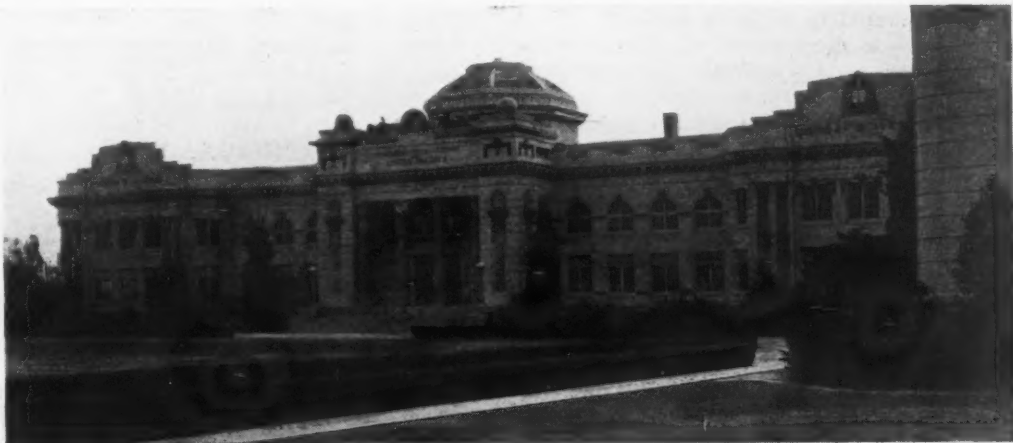
Bakersfield

* * *

Pomona Junior College

THE ENROLLMENT of Pomona Junior College has increased this year from eighty-two to one hundred thirty-seven. This makes possible more student activities in music, dramatics, debating and athletics.

A larger proportion of the students than ever before are those who are fully prepared to enter the university, but who, for various reasons, prefer to remain at home, one or two more years. Just as important are those who lack something in the way of preparation and



Pasadena Junior College

are availing themselves of the opportunity to gain it. With students who do not expect to go to college, commercial branches, Spanish and English are popular subjects.

Pomona has had the pleasure of entertaining two conferences this year. In October, the annual meeting of the Junior Colleges of Southern California was held with us, and in November we entertained representatives of the women students and their deans.
Pomona

Mary G. Armstrong

Santa Maria Junior College

It is a small school with a big influence

BRIEFLY analyzed its main function is this: To make attractive schooling beyond the high school to many who would not otherwise consider it. Students capable of genuine benefit from four years college training have here received the start and encouragement they needed. Slow students, who would have quit at graduation have remained for considerably longer periods in the wholesome school atmosphere. Furthermore, its effect is felt through the high school system, because attracting as it does teachers with notably higher training than ordinary high school teachers, and sharing them with the high school, the teaching level of the latter is raised.

S. B. Hepburn

Santa Maria

Visalia Junior College

VISALIA UNION High School Board recently voted to organize a junior college in response to the requests of the representatives of many civic organizations who appeared before the board and asked that this step be taken. A resolution was drafted and passed unanimously.

The idea of a junior college originated some two years ago when a Tulare County Junior College at the county seat in Visalia was urged and the support of most of the high school districts of the county was secured. A few objected, particularly the more remote ones from this center at Visalia. The inability to get all the high school districts in the county to unite and the lack of prosperity in the San Joaquin Valley has delayed the plan, but now the Visalia Union High School Board is leading the way by establishing such a junior college in

their own district with the hope that nearby high school districts will make this a union junior college district and lend their support as the college advances. Visalia Union High School District has an assessed valuation in excess of \$11,000,000, with a \$130,000 debt outstanding on the Visalia City portion of the union district for the buildings on the present high school campus.

A New Building

It is believed the present faculty is competent to handle junior college work and with the addition of two or three teachers that the work can be carried on in this way for a time. The faculty already includes one former junior college dean. Architects have prepared plans for an addition to the Fine Arts Building, which it is planned to construct during the spring. This, with the present buildings, will house the junior college work temporarily until a separate administration building, heating plant and other projected units are added. The junior college will eventually have separate buildings, on the 21-acre tract that Visalia Union High School uses for a campus.

A junior college will give pupils an opportunity at home for college work in small classes and under more favorable conditions than now prevail at the large universities. It also will offer the large number of post-graduates around the school something more definite for which to work. A general course in Arts and Sciences is planned for next fall to which work in Agriculture may later be added.

Malcolm E. MacGillivray

Visalia, California

California Junior Colleges

School	Type	Principal	Enrollm't
Arcata.....	St. T. Col.....	Ralph W. Sweetman	
Azusa.....	High School.....	F. S. Hayden	61
Bakersfield.....	High School.....	Grace V. Bird	123
Brawley.....	High School.....	C. N. Vance	15
Chico.....	St. T. Col.....	C. M. Osenbaugh	
El Centro.....	High School.....	J. L. House	56
Eureka.....	High School.....	Geo. C. Jensen	15
Fresno.....	St. T. Col.....	C. L. McLane	
Fullerton.....	District.....	Louis E. Plummer	162
Hollister.....	High School.....	James Davis	115
Modesto.....	District.....	C. S. Morris	291
Ontario.....	District.....	Merton E. Hill	275
Pasadena.....	District.....	Wm. F. Ewing	440
Pomona.....	High School.....	H. P. Reynolds	125
Riverside.....	District.....	A. G. Paul	289
Sacramento.....	District.....	J. B. Lillard	751
Salinas.....	High School.....	E. I. Van Dellen	10
San Bernardino.....	District.....	(Newly organized)	
San Diego.....	St. T. Col.....	Edward L. Hardy	
San Jose.....	St. T. Col.....	H. F. Minszen	
San Mateo.....	District.....	W. L. Glascock	286
Santa Ana.....	District.....	D. K. Hammond	250
Santa Barbara.....	St. T. Col.....	Wm. H. Ellison	130
Santa Maria.....	High School.....	A. A. Bowhay, Jr.	35
Santa Rosa.....	High School.....	G. W. Spring	180
Susanville.....	High School.....	Robert M. Fulton	24
Taft.....	High School.....	J. T. McRuer	49

Individualistic Instruction in the Junior College

STANLEY G. BRENEISER

*Santa Maria Junior College
Santa Maria, California*

DUE TO small classes the teaching and guidance of students in the junior college resolves itself into selected individual problems for the instructor. The advantages to the students are easily discerned. Each one has the fullest opportunity to develop style and originality, unhampered by the traditions attached to the classes of larger proportions. In place of making generalized statements the instructor can often deal with each student separately and guide each one into the correct understanding of the subject involved, from his (the student's) viewpoint.

The idea of individual instruction in such subjects as economics, romance languages, art, history, philosophy, and what not, has been very successful in the junior college. Taking specific examples of the contrast between the value of this method of teaching a small junior college class and that of a large class in a regular college will prove to be enlightening.

Art History

In the teaching of art history, informal discussion of the modern application of principles studied in various art periods, has been most profitable. Many books used as references, besides being read by the students, have been orally discussed in class. The chief aims in the course have been:

- (1) To cultivate powers of observation so that the beauty in art all around us may be seen, appreciated, and finally understood;
- (2) To give each individual student the correct concept concerning the cause of each art period and its effects on all other art periods or eras and on life itself;
- (3) To have each one discover through study, observation and discussion that art is a quality in consciousness and that it becomes objectified as it becomes understood and applied;
- (4) To give an understanding of the principles of design, form and proportion in each art period through a study of these principles abstractly and as related to the nationality, tradition, religious belief, and environment of the people of each period.

The results have been inspiring and stimulating and the instructor gains a broadened viewpoint through the exposition of the unbiased minds of his young students who are enthusiastically groping for a full comprehension of the art of the ages and its relation and import to us in our lives.

ANOTHER feature of junior college life that has a decided influence on the student is the possibility of personal contact and close social relationship with the instructors.

In one instance the dean and his wife formed a very informal reading-study club. This club was opened to all interested students of the junior college and met one evening weekly. Modern plays were read and discussed followed by some interesting social feature and refreshments. Here was established a splendid democratic spirit among the students, and everyone had the opportunity of learning something of the latest plays, novels, etc.

Social Life

Another instructor has a weekly "open house" for all the junior college students who wish to come. A committee of two or three students plan each evening in advance. The evening is a composite of the reading of a few chapters from some recent book—not necessarily fiction, although it may be; amateur dramatic attempts, I say attempts because the students are starting with simplest elementary ideas—such as pantomime—poses, facial expressions and simple enunciation. Criticism is given by some one of experience along these lines so that the entire stunt, while full of fun and good time, is not entirely without its educational value.

The real joy and value in these evenings at the dean's home and that of other instructors, however, is the splendid feeling of good friendliness that is established between students and faculty. This spirit is conducive to keener interest in college studies, and life and improves the student's attitude. There is much to be grateful for among the students in our California junior colleges.

WRITE C. T. A. Placement Bureau,
Center and Oxford Streets,
Berkeley, for 1926 information blanks.
All school people are cordially invited
to visit the new offices of the Bureau.

How Shall We Control Children?

MRS. INA L. DILLON

Lindsay School, Fresno County, California



PROBLEM of the modern teacher is to reconcile the freedom of the child with the control of the teacher. One day we are told that the child should be allowed to develop according to the laws of his own nature. He should be left free in order that he may follow the trend of his own personality and be an individual in a world where individuals are rare. They tell us that, if placed in the right environment the child will educate himself. He should be left "free" to develop his own God-like nature. We are convinced. Next day we hear that Miss Brown has lost her job because she has no control



Lindsay School—A Happy Group

over her class. "Why! they simply ran away with her. Every child was doing exactly as he pleased, and the whole room was bedlam!" The strange part of it is that Miss Brown was discharged by a superintendent who advocates freedom for the child, and on the recommendation of a principal who is an enthusiast for "free" education.

Control Necessary in Government

It is evident that there is need for control even with freedom. Nor is this the first apparent conflict between freedom and control. Our government was founded by people who desired to gain and preserve freedom. To this end, they gave their necessary instruments of government as little authority as possible, reserving all possible liberty to the individual. When a national government seemed necessary, they limited its powers as much as possible, reserving wide powers to the States.

Confusion, weakness, and lack of liberty resulted.

In order to preserve their freedom, they were forced to give large powers of control to a strong Federal government. The idea of liberty has grown with the years. As it grows we vest larger powers in our government.

A mother has her run-about child in a place of danger. In order to protect the child she must suppress every wayward impulse he has. Finally she gets a strong cord and fastens the child securely to her. Now he may have more liberty. At first he was free and therefore bound. Later he was securely bound and therefore free. To be free is to be securely tied to something. Unfettered by any adult tie, our children would have no true freedom.

It is the good teacher's business to make strong the ties necessary for the child's safe liberty, but to leave the rope long enough so that the child may go about his normal activities fairly unconscious of the fact that he is tied. We should teach our children that freedom means obligation, and is therefore a tie in itself.

License vs. Freedom

Opportunity cannot be separated from responsibility. When the two are separated we no longer have opportunity, but temptation. In this way the child may be brought to the state of development where he may be his own authority, which is another way of saying he may be made free. The extreme license some teachers and parents grant in the name of freedom, is as great a danger as autocratic rule.

The good teacher makes her hold on her children quite secure, but so elastic that the child is not aware of it unless he goes so far as to test the power of the authority which holds him.

Until our children learn voluntary control, they must be restricted by wise external control, designed to eliminate itself as early as possible. Freedom and control are not words of opposite meaning—though at times they seem to be. They are all but synonyms. The only freedom possible to anyone is self control. This freedom can best be gained by purposeful social activity, but that is another story.

The New Spirit in Education

MRS. GERTRUDE CLARKE GLOVER

Santa Barbara, California



DALTON is a name made famous by Helen Parkhurst, who evolved its underlying principles while teaching her first school in a small village in Wisconsin. For years she experimented with the idea and finally it was installed in the High School of Dalton, Massachusetts, hence its name. That was six years ago. Today it is being used to a greater or less extent in ten or a dozen countries beside our own. England alone has more than 3,000 schools organized under this system. In the summer of 1923 a commission of Japanese educators, after a world tour of three years, declared Miss Parkhurst's plan the best they could find and recommended its adoption throughout the Japanese Empire. Miss Parkhurst's book "Education on the Dalton Plan" has been translated into nine different languages. The United States is just awakening to the value of the plan and indications are that several thousand American schools will soon be carrying out the idea.

As is true of most new systems, it is only original in that it makes a different combination of methods already known. In general Miss Parkhurst combines the Montessori idea which puts the individual first with the departmentalization methods of Frederic Burk—while the keynote of her whole plan is liberty. So we have the individual placed in an environment of freedom, where he may find an outlet for his special aptitudes, and interests with no coercion, nagging, or coaxing, moving on at his own rate of speed and in his own way.

Departmentalization is carried on from the fourth grade up. There are no grade rooms. Instead there are specialized rooms. For example the geography room is supplied with maps, globes, pictures—everything that can aid in the study of geography; and all is supervised by a teacher who has specialized in that subject. Each room, furnishes for the child the best possible help in the subject for which it is designated. There is a music room, an art room, a science room, a mathematics room and so on. These rooms are called work shops or laboratories.

There is a grading system but it is deter-

mined by the amount of work covered by the individual child rather than by chronological grouping.

The amount and character of the work for the year is talked over with the children. They are guided, not forced, into choosing that which suits their needs and capacities. The teacher is guided as much by the child as is the child by the teacher.

Weekly or monthly assignments are written out in detail. These are called contracts and the child signs them as such. They can be worked out at his own rate of speed as he is led by his interest and the push of the work itself. If he is lazy or indifferent he finds himself left behind his friends, which if he be a normal child, tends to spur him on to his best efforts for he is not given a new contract until the previous one has been completed.

Graphs Used

The achievements of each child are recorded on three graphs: the pupil's individual graph, the special teacher's graph and the "grade" or "form" graph. The "grade" or "form" indicates those pupils doing the same or similar work. They are divided into three sections—upper, lower and medium. The difference is not in subject matter but in the amount of work done on the same general theme, thus each child is enabled to reach his limit of achievement.

There are many teachers' conferences where the overlapping of subject matter is harmonized and where exchange of individual child study and rating is discussed. Bulletin boards are much used for announcement to pupils and to present general information.

Some of the advantages of the Dalton Plan are as follows:

1. It is adaptable to almost any condition, because capable of a variety of interpretations.
2. It takes account of the individual and throws the responsibility on the child more than on the teacher.
3. There is no set program which often results in unfinished work and interferes with the child's initiative. He is free to create and direct his energies toward the achievement he desires, thus developing real power to "do".
4. He works while interest and emotion is keen, hence the knowledge gained, sticks.

5. Absence does not seriously interfere with his work as he goes right on from where he left off.

6. The child knows the goal for which he is working instead of being given a patchwork of detached assignments.

7. The relationship between teacher and pupil is entirely different from that ordinarily experienced. The child seeks the teacher rather than the teacher taking the lead. He goes to her because he needs her and wants what she can give him. A close and happy personal contact results and all formal discipline is done away with.

8. There is an economy of material equipment.

9. There are no report cards, or school registers.

10. It develops independence, responsibility, co-operation, helpfulness, organizing power; in fact all those qualities that make a good citizen—the best possible individual who gives what he has achieved to society as a whole.

* * *

Platoon or Work-Study-Play System Recreation Centers

The Platoon or Work-Study-Play System has been more popular in the United States than the Dalton Plan; probably because there is less departure from tradition. In the present transitional period of education it is especially good and is being worked successfully in over eighty cities in this country. The plan was originated by William Wirt, superintendent of schools in Gary, Indiana.

For a number of years the idea involved in this system has been discussed in educational circles. So great became the interest in its accomplishments that in 1922 the United States Commissioner of Education called a national conference to consider its value and the advisability of its adoption. The fact that the number of cities using this plan has nearly doubled in the past two years indicates that its popularity has not decreased and that it must have some real worth.

STATING the plan briefly—the school plant consists of the main building, made up of a certain number of special rooms and “home rooms.” The special rooms are equipped much the same as those described in the Dalton Plan and are utilized in a similar manner, though in most of these schools the work is more formal, as they carry out a regular class program; but it is highly specialized as to teacher and equipment.

The “home-room” corresponds to the regular grade-room, and provides for the attendance, deportment, scholarship and other records of the pupil. Formal subjects such as reading, writing, arithmetic, spelling, and language are taught in these “home-rooms.” The teacher is called the “mother-teacher” as opposed to the

special teacher. In addition there are work shops, supervised play grounds, laboratories, and most important of all, the auditorium.

The Work-Study-Play, or Platoon School is worked quite differently in various localities and easily can be adapted to the needs of the individual community. The typical school is divided into two equal parts an “A” School and a “B” School having duplicate classes. The “A” School on arrival in the morning, goes to the home-rooms. While the “A” School is occupying the class rooms the “B” School goes to the special facilities; one-third to the playground, one-third to the workshops, laboratories or special subject rooms, and the other third to the auditorium. When it seems best to release the children from school-seats, the classes change places and so on through the day. This gives sufficient variety, recreation and activity to satisfy the natural instincts of the child and yet give opportunity for him to cover all of the usually prescribed subjects.

ONE of the dangers attending this system was that of disintegration—the history teacher teaching history, the geography teacher geography and so on with no connection. Unless there was some medium whereby these could be brought together, compared, related, co-ordinated, the system would be a failure. The auditorium was instituted to meet this need. It is there that all the work is harmonized and its interrelation presented to the pupils through dramatization, literary societies, musical programs, visual education, vocational guidance, safety-first, fire prevention, school and community programs, hygiene and talks by business and professional men. The auditorium teachers are required to have special training and in many places they are paid several hundred dollars more a year. They keep in touch with all the activities of the school through reports from the children, visiting the home and special rooms and through consultations with the teachers.

Recreation Centers

The school buildings are open after school, evenings and Saturdays. Pupils may go on with work in which they have become interested. The playgrounds are used at all times as a municipal recreation center.

These schools aim to prepare for life by real living, in the biggest, happiest and most beneficial way, using all of the most up-to-date findings of philosophy and science and at the same time attracting and absorbing the child's whole being through making the environment mental,

moral and physical, such that his various needs will be met and yet enable him to get the one hundred per cent satisfaction out of the day—that he will inevitably seek somewhere.

Lincoln School, Teachers College

The Lincoln school connected with Columbia University is doing some remarkable research work in both elementary and high school grades. It has been most appropriately called an "Experiment Station in Education." It is a place where all that seems good along educational lines is tested—then accepted or discarded according to its value.

The school plant is financed by the General Educational Board and controlled by the Teachers College of Columbia. It is practically unlimited in its financial backing so its teachers and equipment are the very best obtainable. This would seem to make it of limited value to the everyday school but this is not true. Its aim being to promote the cause of education everywhere, it tries out its experiments with co-operating schools of all kinds and conditions. Its pupils are selected from every station in life, from the millionaire's child to the child of the poorest emigrant. Intelligence tests are given as an aid in classifying the children after they have been accepted but not as a qualification for entrance.

The detailed workings of the school are most interesting. The pupils are shown a reason for what they are doing. They are made to see the usability of what they are getting and are given workable material in all subjects where it is possible. This is especially true of mathematics. A great deal is made of student council, self-government and self-directed activity in general. The children make frequent excursions giving reports of what they do and see to groups who do not go. There are Year Books in which are published the children's literary achievements. History, geography and civics are taught under one head as social studies. The curriculum keeps pace with the changes of the times.

Antioch College

ANTIOCH College is in Yellow Springs, Ohio. It is so organized that it gives its students contact with real industrial, commercial and professional life while they are still in college, thus enabling them to find themselves and their place in the universal scheme of things, for as Richard Cabot says, "To find one's work

is to find one's place in the world." This is brought about by the students holding real positions and earning real money as a part of their college training.

Several large cities are within easy reach of this educational plant. Many of the industrial, commercial and professional institutions there, co-operate with the college by giving positions to its students. Half of the time is spent at this work and the other half at the college. The students work co-operatively by twos usually in five week shifts. In this way the paid position is always filled and yet the student can at the same time connect and harmonize his study and work.

The touch with real life enables them to choose more wisely how best to spend their time at the college because they have a more definite knowledge of that for which they are working and know what will be required of them in the real business world, not only from the practical side, but from the cultural and social standpoints as well.

This kind of training should prevent the years of floundering we so often see after our young people leave college, and do away with the appalling waste of time and money experienced by those who follow a traditional course of study.

Sanderson of Oundle

"The Story of a Great Schoolmaster," by H. G. Wells, gives a most fascinating account of Sanderson and his work.

Mr. Wells states that he was the greatest man he ever knew with any degree of intimacy, and the only man who had stirred him to a biographical effort. Mr. Wells' own boys were educated in Sanderson's school at Oundle, England.

Sanderson's educational philosophy was embodied in his idea that schools should be "miniature copies of the world." One chapter of Mr. Wells' book called "Sanderson and the New Spirit in Education" gives the following facts concerning him: He was one of the pioneers in the discovery that scientific experiments enlisted the interest of certain types of boys when the more classical subjects utterly failed to appeal to them. He organized his school along lines of specialized work according to natural interest.

Wells says there have been three phases in the history of educational methods in the last

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An Honorable Document

Fac-simile of a membership certificate, California Teachers' Association.
The emblem of a great fraternity—The insignia of a noble professional army
of 26,000 school men and women in the Commonwealth of California

(Front)

California Teachers' Association NORTH COAST SECTION

ANNUAL CERTIFICATE OF MEMBERSHIP

This certifies that M.....
has paid \$3.00 annual dues for the calendar year 1926, and is entitled to all the
rights and privileges guaranteed under the Constitution and By-Laws of the
Association, including subscription to Sierra Educational News for 1926.

Attest:

North Coast Section, C. T. A.

H. B. STEWART,
President.

SHIRLEY PERRY,
Secretary-Treasurer.

534 Dora Ave.,
Ukiah, Calif.

Mark Keppel
President

Arthur J. Chamberlain
Executive Secretary
California Teachers' Association

Collector..... Date.....192.....

(Reverse)

WHAT YOUR THREE-DOLLAR MEMBERSHIP BUYS:

1. Sierra Educational News—ten numbers, a big book, (over 700 pages), of the best modern educational thought and news.
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4. Services of leading school people in State legislation,—safeguarding and advancing the welfare of California's children, schools, and teachers. (i. e. Amendment No. 16—to State Constitution).
5. Services of headquarters, and officers, in all matters pertaining to education.
6. Services of State Council committees on such vital matters as salary, tenure, retirement salary, certification, sabbatical leave, supervision, etc.

Elementary School Papers in California

E. D. PHILLIPS

Principal, Lincoln School, Corona, California



NE OF THE MOST effective projects for socializing elementary school life is the school paper. The extent to which this medium is coming to be employed in our California grade schools was revealed in a survey made recently by the writer. This

investigation had as its aim the gathering of data on the elementary school publications of our state, questionnaires being sent to more than 120 superintendents and school heads throughout California.

A most gratifying response shows the fact that our school leaders are alive to the possibilities of the school paper as a medium for motivation of subjects taught, and for promotion of good school spirit and community cooperation.

The accompanying tabulation and list of school papers summarize the information gathered. No doubt there are some elementary school papers on which no data was received, but I believe the list as now compiled is fairly complete. Owing to the present period of transition, 7th and 8th grades being in some districts part of the junior high and in others still under the elementary classification, papers from schools of the latter group naturally show their advantage in the type of paper put forth. Of a number of junior high papers examined all are of a standard of material and makeup comparable with regular high school publications. No study of high school papers was made.

The original intention was to present simply a tabulation of facts concerning existing papers. However, a number of requests for par-

ticulars as to methods of organizing, financing, printing, etc., as well as expressions of desire to start such work in many communities, suggest that some practical details may be useful.

Given a desire to issue a paper, a school's size, evidently, need have little bearing on the case. Our tabulation shows papers with cir-

culation of 5 copies; of 50 copies; of 500 copies. Similar wide range is noted in other details. Some schools run off papers on their own mimeographing machines; others have this work done by high school commercial departments. Quite a few have their papers printed in school print shops, or in outside shops, financing by means of sale of advertising space, by student-body funds, or sale of paper to students. In a few cases school boards support school papers, furnishing supplies, etc. A number of schools prepare their "copy," which is then published in local newspapers—a praiseworthy bit of cooperation.

For the average elementary school issuing its own paper, probably the most satisfactory, yet inexpensive method is use of a mimeograph. This eliminates printer's bills, permits children to have valuable creative experience, and being entirely their own work, adds greatly to the student's pride in the publication, and in their school. Many schools are equipped with some sort of mimeographing machine. They vary in cost from \$70 upward. A typewriter is also necessary for stencil cutting. Illustrations may be made by tracing on stencil over original drawings, etc., permitting as much embellishments of the typewritten page as seems desirable without use of "cuts."

SOCIALIZATION

Our school leaders are alive to the possibilities of the school paper as a medium for motivation of subjects taught, and for promotion of good school spirit and community cooperation.

One of the most effective projects for socializing elementary school life is the school paper.

Methods of choosing a staff vary. Possibly the most satisfactory is the nomination of a group of eligible students by the faculty, from which the staff is chosen by student vote. One or more faculty advisors are necessary and usually a teacher, or principal, does the typing of the stencils. Experience in our own school proves that a four-page paper, folded size 8½ x 12½ inches, on good weight, "egg-shell finish" white stock, costs a fraction under one cent a copy. This gives a paper of attractive make-up and obviates the necessity of clamping

together several sheets of thin paper, as is frequently done.

Of course, where means or school equipment permit, a printed newspaper is highly desirable, giving a wider field of possibilities for student creative expression.

Circumstances control frequency of publication. However, to be really useful, and to hold the students' interest, issues ought not be too scattered; probably not more than four to six weeks apart. "Hit or miss" publications are

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ELEMENTARY SCHOOL PAPERS IN CALIFORNIA

Name of Paper	School	Address	Method of Pub.	Circ.	Issues Per Yr.
Green & White	Washington	8th and Santa Clara, Alameda	Mim.	500	Two
Fremont Progress	Fremont	Fremont & Hellman, Alhambra	Pr.	150	Weekly
Ramona Broadcaster	Ramona	6th & Valley Blvd., Alhambra	Mim.	325	Weekly
Emersonian	Emerson	Antioch	Pr.	500	Monthly
Lincoln News	Abraham Lincoln	Bakersfield	Mim.	317	Bi-weekly
Blue & Gold	Wilson	411 E. Wilson Ave., Glendale	Mim.	750	Bi-weekly
The Tiger	Glendale Ave. Int.	1017 S. Glendale, Glendale	Pr.	450	Bi-monthly
The Echo	Alcatraz	Gaviota	Pr.		Quarterly
The Lagunian	Laguna	Santa Maria	Mim.		Quarterly
The Acorn	Santa Rita	Lompoc	Pr.		Quarterly
Voice of Station	E. G. S. Grammar	Escondido	Mim.	450	Monthly
Stingaree	Grammar	El Modena	Mim.		Monthly
Wilshire Echo	Wilshire Ave.	Fullerton	Pr.	250	Six Week
Lincoln News	Lincoln	Corona	Mim.	400	Monthly
Purple & Gold	Training School	Teachers College, Arcata			
High Voltage	La Mesa Hts.	R. 1, Box 555, San Diego	Typed	5	Five
Alpine Echoes	Univ. Training	U. C. S. B., Los Angeles	Pr.	250	Weekly
School Topics	Alpine St.	930 Alpine St., Los Angeles			Semi-annual
Aragonian	Annandale	750 Annandale, Los Angeles			Monthly
The Eagle	Aragon Ave.	1118 Aragon Ave., Los Angeles			Annual
Trumpeter	Arlington Hts.	1717 7th Ave., Los Angeles			Semi-annual
The Clifford	Belvedere	111 S. Hollenbeck, Los Angeles			Semi-annual
Broadcaster	Clifford St.	2147 Clifford St., Los Angeles			Quarterly
The Ace	Eagle Rock	5000 Caspar Ave., Los Angeles			Six a Year
First St. Companion	Estara Ave.	3049 Estara Ave., Los Angeles			Quarterly
Garvanza Echo	First St.	2820 E. 1st St., Los Angeles			Six Weeks
The Broadcaster	Garvanza	301 N. Ave. 62, Los Angeles			Quarterly
Leland Locals	Hoover St.	867 S. Hoover St., Los Angeles			Quarterly
Loretogram	Leland St.	Leland and 22nd, San Pedro			Quarterly
Melrose News	Loreto St.	3408 Arroyo Seco, Los Angeles			Quarterly
Michel News	Melrose Ave.	7161 Melrose, Los Angeles			Quarterly
Normandie News	Micheltorena St.	Cor. Sunset Blvd., Los Angeles			Six a Year
Junior Progress	Normandie Ave.	4416 S. Normandie, Los Angeles			Irregular
View Point	Pacific Palisades				Semi-annual
Gazette	Point Firmin	San Pedro			Quarterly
The Saw-telle	Rosemont	2309 Temple St., Los Angeles			Quarterly
Selma Cub	Sawtelle	1727 Sawtelle, Los Angeles			Monthly
School Budget	Selma Ave.	6611 Selma Ave., Los Angeles			Irregular
Pen & Pencil	Sierra Park	5206 Cronus Ave., Los Angeles			Monthly
Review	68th St.	612 W. 68th St., Los Angeles			Quarterly
The Torch	61st St.	6050 S. Figueroa, Los Angeles			Annually
Purple & Gold	66th St.	310 E. 66th St., Los Angeles			Annually
T. N. T.	The Palms	7339 Motor Ave., Palms			Semi-annual
The Chirp	Toland Way	Toland Way at Ave. 45, L. A.			Semi-annual
Buzzings from West	24th St.	2055 W. 24th St., Los Angeles	Pr.		Monthly
Circulator	Vernon	363 W. Vernon St., Los Angeles			Bi-monthly
Juvenile Hall News	Wilshire Crest	5261 Country Club, Los Angeles			Semi-month.
The Industrial	Juvenile Hall		Pr.		Monthly
Arboga Jingle	Maclay	San Fernando			Semi-month.
Voices of Franklin	Arboga	Marysville	Mim.	40	Monthly
Branciforte Bee	Fremont	26th and N. Sacramento	Mim.		Occasional.
	Franklin	Montecito St., Santa Barbara	Mim.	50	Occasional.
	Branciforte	Santa Cruz	In paper		Weekly
	Monroe	Monroe & Lisbon, San Francisco	Pr.		
	Madison	Clay & Arguello, San Francisco	Pr.		
	F. S. Key	42nd & Irving, San Francisco	Mim.		
	Jefferson	19th & Irving, San Francisco	Pr.		
	Grattan	Shrader & Grat'n, San Francisco	Pr.		
	Rochambeau	25th & Lake, San Francisco	Pr.		
Hester News	Hester	San Jose	Mim.	500	Weekly
Broadcaster	Co. Supt. Office	Hall of Records, San Jose	Mim.	75	
Pepper Box	Briggs	Santa Paula, R. D.	Pr.	50	Monthly
Mill News	Mill	Ventura, R. D. 1	Written		Monthly
The Exhaust	Lincoln	Ventura	Pr.	100	Bi-weekly
Orangeade	Orange Int.	Glassell St., Orange	Pr.	350	Occasional.
"It"	Napa	Napa	Pr.	300	Quarterly
Rough Rider	Theo. Roosevelt	Santa Clara Ave., San Jose	Mim.	1000	Weekly

Blanks (.....) indicate complete information was not given by Superintendent or Principal

CALIFORNIA CONGRESS of PARENTS and TEACHERS

OFFICIAL DEPARTMENT

The National Congress and the Movies

A Message to California

MRS. MOREY V. KERNS

Chairman, National Committee on Motion Pictures, Philadelphia

IT IS NOT to be denied that the most permeating influence in the world today is the lure of the American movies. The entertainment they afford has not been confined to the domestic hearth, but with undaunted spirit and youthful vigor they have managed to entrench themselves in every quarter of the globe. They have been royally welcomed, and why not? For when isn't an amusing and paying guest to be desired? But even the movies on the highest pinnacle of success, first in world production, wealth and influence, according to recent government reports, must yield to some extent their dominion, and find their place in the ordinary scheme of things. In their career of about fifteen years the effect on one generation of our youth can be just about gauged, so the time has come for analysis and reflection.

Barbs and Honey

Through this period of the movies' development, the National Congress of Parents and Teachers has kept a very vigilant eye on the silent drama. The barbed epithets of the reformer and the honeyed phrases of the industry have not fallen on barren soil. Both have been carefully weighed, with the result that the Congress, with its vital interest in Child Welfare, feels the expediency of concentrating the forces of its motion picture committees to do all they can to check that phase of the movies, which under the guise of amusement, is seriously threatening the ideals which educators are ever trying to instill in the hearts and minds of our children.

"As unto the bow the chord is," so is the relationship of the home and school—"useless, each without the other." "Useless" in the sense that in this complex age and con-

fused readjustment period, if we, in our great country, are to travel upward and onward, these two important forces must be indissolubly joined. Together we must train and give to our country a citizenship, which if not superior, must at least be reaching up to the noblest and best in life.

Parent-Teacher groups throughout the country have been eager and anxious to actively work for the betterment of motion picture conditions. The National Congress has now a plan in operation, and parents and teachers in well-organized committees in nearly every state are recording definitely what they see, and what they think of what they see. The plan is all-embracing and gives opportunity for comment on every type of movie and movie advertisement, as well as asking parents and teachers for constructive suggestions.

Survey of Opinion

THE information gained from this survey will be of inestimable value. The fact that parents visit the theaters for the specific purpose of recording whether or not pictures measure up to wholesome standards of decency and taste is in itself a movement which must inevitably broaden the vision of some and awaken in others a sense of responsibility as to the character of community amusement. Through the widespread interest generated by our committees' activities, it is hoped that parents will become more vitally interested in visual education, and stand shoulder to shoulder in promoting it and in supporting the school in its earnest endeavor to inspire children with love for the clean and the good, and that whatever tends in motion pictures to confound or destroy, shall receive in full measure organized disapproval.

California Educational Directory

California Public Libraries

Location	Name of Library	Librarian	No. Bound Vols.
Alameda	Free Public Library	Mrs. Marcella H. Krauth	66,664
Alhambra	Public Library	Marian P. Greene	26,901
Alturas	Modoc County Free Library	Anna L. Williams	10,490
Anaheim	Public Library	J. Elizabeth Calnon	8,048
Arcadia	Free Public Library	Mrs. F. W. Treen	unknown
Arcata	Free Public Library	Mrs. Virginia Todd Smith	1,850
Auburn	Free Public Library	Mrs. M. Kriechbaum	7,129
Azusa	Public Library	Mary Y. Bonner	6,013
Bakersfield	Kern County Free Library	Mrs. Julia G. Babcock	194,341
Banning	Union High School Library District Library	Mrs. Louise S. Stone	5,350
Beaumont	Library District Library	Irene E. Evans	4,849
Benicia	Free Public Library	May Houlahan	3,300
Berkeley	Public Library	C. B. Joeckel	112,809
Biggs	Public Library	Marchia V. Webb	1,100
Blythe	Free Public Library	Mrs. Myrtle Busby	100
Buena Park	Library District Library	Mrs. Katharine S. Berkey	2,081
Burlingame	Public Library	Mrs. Mary T. Gervais	14,513
Calexico	Free Public Library	Mrs. Bessie H. Wofford	7,827
Calistoga	Free Public Library	Mrs. E. Wright	3,906
Chico	Public Library	Laura A. Sawyers	11,164
Chino	Free Public Library	Mrs. Lena A. Lowe	2,153
Chula Vista	Public Library	Mrs. Ida R. Collar	5,005
Cloverdale	Free Public Library	Mrs. Lillian Domine	2,092
Coalinga	Union High School Library District Library	Ella Louise Smith	14,758
Colton	Public Library	Mrs. Anna E. Spragina	11,161
Colusa	Free Public Library	Belle Crane	6,038
Colusa	Colusa County Free Library	Ella Packer	32,428
Corning	Free Public Library	Mrs. Phoebe D. Camp	4,534
Corona	Public Library	E. Leone Fink	10,693
Coronado	Public Library	Gabrielle Morton	10,038
Covina	Public Library	Mrs. Henrietta M. Faulder	11,150
Crescent City	Public Library	Mrs. F. M. Patty	2,010
Dixon	Union High School Library District Library	Leta L. Hutchinson	4,556
El Centro	Public Library	Agnes F. Ferris	16,315
El Centro	Imperial County Free Library	Evalyn Boman	56,634
Elsinore	Free Public Library	Mrs. Reta H. Fees	2,134
Escondido	Public Library	Mary N. Adams	5,994
Etna	Free Library	Vivian Smith	1,243
Eureka	Public Library	Henry A. Kendal	16,077
Eureka	Humboldt County Free Library	Ida M. Reagan	78,844
Fairfield	Solano County Free Library	Clara B. Dills	53,230
Ferndale	Public Library	Mrs. Nellie E. Winslow	2,333
Fort Bragg	Public Library	Mrs. Bertie F. Wright	6,301
Fresno	Fresno County Free Library	Sarah E. McCordle	314,704
Fullerton	Public Library	Minnie Maxwell	13,101
Gilroy	Public Library	Pearl G. Lavin	5,550
Glendale	Free Public Library	Mrs. Alma J. Danford	36,708
Glendora	Public Library	Harriet Gifford	7,944
Grass Valley	Public Library	Frances Doom	8,605
Gridley	Public Library	Emma Sligar	3,446
Hanford	Free Public Library	Julia Steffa	9,480
Hanford	Kings County Free Library	Julia Steffa	88,550
Hayward	Public Library	Mrs. Elizabeth Creelman	4,182
Healdsburg	Carnegie Public Library	Christal Fox	7,066
Hemet	Public Library	Mable A. Spencer	6,082
Hollister	Free Public Library	Mrs. Anna J. Nolte	4,705
Hollister	San Benito County Free Library	Florence J. Wheaton	27,077
Huntington Beach	Public Library	Mrs. Bertha P. Reynolds	11,752
Imperial	Public Library	Mrs. D. W. Hatch	4,743
Independence	Inyo County Free Library	Anne Margrave	18,882
Jackson	Amador County Free Library	Bertha Taylor	12,018
King City	Public Library	Mrs. Eva L. Mansfield	1,020
Lakeport	Public Library	Mrs. Ella M. Clark	5,264
Larkspur	Public Library	Mrs. Alice de V. Cagwin	2,363
Lincoln	Public Library	Bertha C. Landis	6,058
Livermore	Free Library	Myrtle E. Harp	4,928
Lodi	Public Library	Amy L. Boynton	11,292
Lompoc	Public Library	Mrs. Stella G. White	4,480
Long Beach	Public Library	Mrs. T. R. Brewitt	91,615
Los Angeles	Public Library	Everett R. Perry	593,150
Los Angeles	Los Angeles County Free Library	Helen E. Vogleson	491,781
Los Gatos	Public Library	Caroline H. Bailey	10,476
Madera	Madera County Free Library	Blanche Galloway	67,198
Martinez	Contra Costa County Free Library	Mrs. Alice G. Whitbeck	121,549
Marysville	City Library	Mrs. Jennie C. Engell	9,318
Merced	Merced County Free Library	Minette L. Stoddard	84,808
Mill Valley	Public Library	Sybil Nye	5,114

Location	Name of Library	Librarian	No. Bound Vols.
Modesto	McHenry Public Library	Bessie B. Silverthorn	17,422
Modesto	Stanislaus County Free Library	Bessie B. Silverthorn	70,548
Monrovia	Public Library	Anne L. Crews	11,110
Monterey	Free Public Library	Etta Eckhardt	10,146
Mountain View	Public Library	Arthur L. Palmer	5,776
Napa	Goodman Library	Minnie C. Shreve	16,633
Napa	Napa County Free Library	Estella De Ford	20,609
National City	Free Public Library	Susie Moore	8,253
Nevada City	Free Library	Mrs. Iva Williamson	7,073
Newport Beach	Free Public Library	Mrs. Elizabeth B. Douglas	5,002
Oakland	Free Library	Charles S. Greene	140,731
Oakland	Alameda County Free Library	Mary Barmby	97,660
Oceanside	Public Library	Edith A. Whiting	10,000
Ontario	Public Library	Miss K. A. Monroe	12,644
Orange	Free Public Library	Mrs. Mabel F. Faulkner	14,065
Orland	Free Public Library	Valerie Magnenat	2,117
Oroville	Public Library	Mrs. Edith S. Simons	6,504
Oroville	Butte County Free Library	Blanche Chalfant	53,220
Oxnard	Public Library	Ethel Carroll	18,960
Pacific Grove	Public Library	Jessie W. Nichols	14,081
Palo Alto	Public Library	Frances D. Patterson	19,881
Pasadena	Public Library	Jeannette M. Drake	104,395
Paso Robles	Public Library	Edith Phelps	6,816
Petaluma	Public Library	Sara Frances Cassiday	14,704
Placencia	Library District Library	Mrs. Florence Olive Bailey	3,875
Placerville	Free Public Library	Esther A. Mahler	2,023
Pomona	Public Library	Sarah M. Jacobus	52,204
Porterville	Free Public Library	Sarah Louise Templeton	5,626
Quincy	Plumas County Free Library	Edith Gantt	26,820
Red Bluff	Herbert Kraft Free Library	Mrs. James Feeley	8,301
Red Bluff	Tehama County Free Library	Anne Bell Bailey	31,858
Redding	Carnegie Library	Mrs. Lizzie B. Ross	4,532
Redlands	A. K. Smiley Public Library	Mabel Inness	42,190
Redondo Beach	Public Library	Emma E. Catey	14,990
Redwood City	Free Public Library	Laura E. Barton	6,761
Redwood City	San Mateo County Free Library	Edna Holroyd	32,045
Richmond	Public Library	Norah McNeill	47,280
Riverside	Public Library	Charles F. Woods	110,205
Riverside	Riverside County Free Library	Charles F. Woods	nc vols.
Rocklin	Free Public Library	Mrs. Lulu Farrell	1,312
Roseville	Public Library	Georgiana R. Willits	5,685
Sacramento	Free Public Library	Susan T. Smith	115,520
Sacramento	Sacramento County Free Library	Cornelia D. Provines	59,059
Sacramento	State Library	Milton J. Ferguson	365,000
St. Helena	Public Library	Mrs. G. E. Anderson	6,477
Salinas	Public Library	Mrs. C. E. Striening	6,504
Salinas	Monterey County Free Library	Anne Hadden	67,622
San Anselmo	Free Public Library	Belle Meagor	6,273
San Bernardino	Free Public Library	May Coddington	28,784
San Bernardino	San Bernardino County Free Library	Caroline S. Waters	79,060
San Diego	Public Library	Althea H. Warren	118,726
San Diego	San Diego County Free Library	Eleanor Hitt	81,130
San Francisco	Public Library	Robert Rea	340,020
San Francisco	Mechanics Mercantile Library	Francis B. Graves	94,992
San Jose	Free Public Library	Mrs. Edith Daley	28,816
San Jose	Santa Clara County Free Library	Elizabeth Stevens	95,615
San Juan Bautista	Free Public Library	Adelaide Breen	1,933
San Leandro	Free Public Library	Mary Brown	4,766
San Luis Obispo	Free Public Library	Mrs. E. L. Kellogg	15,525
San Luis Obispo	San Luis Obispo County Free Library	Flo A. Gantz	38,621
San Mateo	Free Public Library	Inez M. Crawford	16,548
San Rafael	Public Library	Margaret MacDonald	12,609
Santa Ana	Free Public Library	Jeannette E. McFadden	33,455
Santa Ana	Orange County Free Library	Margaret E. Livingston	50,166
Santa Barbara	Free Public Library	Mrs. Frances B. Linn	90,131
Santa Clara	Free Public Library	Mary A. Mulhall	1,500
Santa Cruz	Public Library	Minerva H. Waterman	59,719
Santa Cruz	Santa Cruz County Free Library	Minerva H. Waterman	no vols.
Santa Maria	Public Library	Mrs. Minnie Stearns	4,204
Santa Monica	Public Library	Elfie A. Mosse	35,362
Santa Paula	Dean Hobbs Blanchard Memorial Library	Mary Boynton	12,894
Santa Rosa	Free Public Library	Margaret A. Barnett	30,763
Sausalito	Free Public Library	Caroline L. Fiedler	5,746
Sebastopol	Free Public Library	Mrs. R. C. Murphy	4,493
Sierra Madre	Public Library	Lulu Moore	10,393
Sonoma	Public Library	Kate I. McDonnell	3,523
Sonoma	Public Library	Esther E. Shaw	3,565
Sonoma	Tuolumne County Free Library	Muriel Wright	21,396
South Pasadena	Free Public Library	Mrs. Nellie E. Keith	25,450
South San Francisco	Free Public Library	Mrs. Ruby Pache	4,045
Stockton	Free Public Library	Ida E. Condit	93,453
Stockton	San Joaquin County Free Library	Ida E. Condit	no vols.
Sunnyvale	Free Public Library	Ellen Ballard	2,840
Susanville	Lassen County Free Library	Lenala A. Martin	30,238
Tulare	Free Public Library	Mrs. Rosa D. Reardon	8,693
Turlock	Public Library	Mrs. J. H. Love	7,092
Ukiah	Free Public Library	Mrs. Mary L. Burrey	6,368
Upland	Public Library	Mrs. F. H. Manker	7,210
Vacaville	Union High School Library District Library	Nan Reese	2,611

(Continued on Page 196)



FROM THE FIELD



Herein appear from month to month, as may seem called for, brief notes or queries—concise, helpful, personal expressions of valuation and judgment, upon local, state, or national educational affairs of general interest.

Audubon Bird Pictures

A **S**PLENDID opportunity to acquire bird pictures and literature on the habits and activities of the birds is now available under this plan offered by the National Association of Audubon Societies. Through the generosity of some of its members the Association is able to supply teachers and pupils with these helps at one-half the actual cost of publication and distribution.

The plan is very simple. The teacher may explain to her pupils that they are going to form a Junior Audubon Club and have a few lessons about birds. Each child will receive 6 colored pictures of the common American birds made by one of the leading artists of



America, also 6 leaflets telling about how birds make their nests, what they eat, where they go in winter, what are their enemies and other facts of interest. With each leaflet will be supplied an outline drawing, on which the colors may be copied from the plates. Each child also receives the beautiful Audubon button in colors. New pictures, literature and

buttons are supplied every year to those who desire to continue the arrangement.

The teacher who forms a club of 25 or more will receive free for one year the magazine **Bird-Lore**, which is the leading popular journal on birds published in the world. Some times in small schools it is not possible to enroll 25. In such cases material is supplied the children if as many as ten are interested, but the magazine goes only when the minimum of the club is 25.

This undertaking costs the National Association of Audubon Societies 20 cents for every child enrolled. The plan has become very popular in many of the schools throughout the United States and Canada, about 300,000 children have been enrolled during the past year. In the State of California alone 384 clubs and 17,511 members were enrolled.

All the teacher needs to do is explain this plan to her pupils, collect their ten cent fees, send in and the materials will be forwarded immediately, or if preferred full circular of explanation, together with sample leaflet and button will be sent to any teacher making request.

T. Gilbert Pearson, President
National Association of Audubon Societies
1974 Broadway, New York City

* * *

Junior Red Cross

I **A**M SURE you will be interested to know that for a period of 18 months there have passed through this office from our schools to Europe alone, an average of fourteen portfolios of school correspondence each month. This does not include Indian School, insular, and inter-sectional school correspondence. This does not, perhaps, seem like a great number to you but considered in the light of the steady development of international school correspondence it really is significant. This, to me, of course, is the most constructive of all efforts in youth movements for International Friendship.

Eva Hance
Assistant National Director
Junior Red Cross, Pacific Branch

Better School Administration

THE purpose of the National Commission on Economy and Efficiency in Business Administration of School Systems is to ascertain if the professional and business aspects of school administration are co-ordinated in such manner as to produce the best results in education and for the least expenditure. The expenditures of the nation for public education exceed \$1,500,000,000. They are rapidly approaching \$2,000,000,000.



Does a division of authority in the direction and administration of a school system contribute to its efficiency and insure economy in expenditures? Can administrations in public education profit from the practices and procedure of the methods in vogue in the industrial and business world? Are there wastes in education which could be avoided by improved administration without in any way depreciating the value of education?

These are in the main the questions which the Commission will consider. The problems involving these questions in city school systems will be given prior consideration.

Thomas E. Finegan

Harrisburg, Pennsylvania

Bay Section Publicity

L. GAYLORD, chairman of the Bay Section Publicity Committee, 1925, has prepared a 3-page mimeographed report that will be of general interest throughout the state. Mr. Gridley, reporting on the Bay Section Council, states that: "Our policy for the spring in regard to publicity is:

1. The Bay Section Council approved a plan to send publicity material to each of the 1500 school buildings in the Bay Section.
2. We plan to send material on, "Interpreting the School to the Public," during the spring.
3. Letters will be sent to non-members urging membership, and
4. A questionnaire is being prepared on the topic, "How to Interpret the School to the Community."

The executive group of the publicity committee consists of one member for each county. It is their policy to have one representative in each school building in the Bay Section to assist in carrying out the above program."

E. G. Gridley
Secretary.

Oakland, California.

Wider Use of the School Plant

WITH THE co-operation of the patrons of the Spring Valley school, Colusa County, we have found a new use for our school plant, that of holding community socials in it.

This is an isolated district nestled away in the foothills of the Coast Range, in a beautiful little valley, too far from town to attend social functions, so the need of get-together meetings seemed great.

What do we do? First the pupils put on a short program of songs, recitations and plays. Then the parents and friends entertain themselves by playing old fashioned games, contests, music and a bountiful spread of refreshments. Some spend the evening just visiting; and all seem to enjoy the parties. What preparations are made? The pupils and I plan weeks ahead, the decorations, games and program. Hallowe'en, Christmas and other special days give us ideas and decorative schemes to carry out, which adds interest and enthusiasm.

Mrs. Leona Bockmon

Williams, California

* * *

A Prayer



OUR FATHER: We, Thy children assembled, invoke Thy blessings upon this Session.

Grant that from old associations and new friendships, we may derive inspiration which will be of service in the daily tasks that have been entrusted to us.

In Thy wise plan for the redemption of the world Thou hast made us shepherds of flocks more precious than those which roamed the hills of Palestine in the long ago.

Grant that we may lead them into green pastures of wisdom and knowledge and beside that stream where flows the water of more abundant life.

And to Thee we ascribe all honor and wisdom. Amen.

Prayer delivered by Superintendent Emeritus J. W. Linscott at opening of C. T. A. Central Coast Section Convention in San Luis Obispo, 1925.

N. E. A. Enrollment

TEACHERS in an increasing number of California schools are enrolling in the National Education Association and are beginning work on the problems of the profession. Among California schools recently completing their enrollment are:

100 per cent enrollment for five years—Oakland, Santa Fe; Stockton, Grant.

100 per cent enrollment for four years—Bakersfield, McKinley; Piedmont, Beach, Havens, Wildwood; San Francisco, Jean Parker; South Pasadena, Oneonta.

100 per cent enrollment for three years—Los Angeles, Cahuenga Park, Melrose; Monrovia, Orange Avenue; San Francisco, Kate Kennedy, Noe Valley; Santa Barbara, Franklin, Garfield, McKinley, Washington Special.

100 per cent enrollment for two years—Hayward, Hayward Public Schools, B Street School, Grammar, John Gamble, Orchard Ward; La Jolla, High; Lodi, Emerson; Los Angeles, Amestoy Avenue, Solano Avenue; San Diego, La Mesa Heights; San Francisco, Balboa; Santa Barbara, Lincoln, Wilson; South Pasadena, Lincoln Park; Sunnyvale, Grammar.

100 per cent enrollment for this year—Anderson, Union High; Avalon, Santa Catalina Island Schools; Bakersfield, Roosevelt, Williams; Chula Vista, Union Grammar; Fallbrook, West Fallbrook Union Grammar; Long Beach, Horace Mann; Piedmont, Piedmont Public Schools, Beach, Havens, Junior High, Senior High, Wildwood; Pomona, Alcott; San Bernardino, Lincoln; San Francisco, Corrective Speech Department, Denman, Haight, Hillcrest, John Swett, Lillenthal, Patrick Henry, Twin Peaks, Washington; Santa Ana, Lincoln; Santa Clara, Primary; Santa Rosa, Fremont; Weaverville, Grammar; Yreka, High.

Joy Elmer Morgan

Editor

N. E. A. Journal

Washington, D. C.

Failures in English

I WAS UP at the University of California a month before last at a conference of high school English teachers, a sort of quasi-state organization, I gathered. Professor Parker, who handles all the entrance examinations in English, gave the figures for the past five years and the particular lines along which failures occur. Beginning with 1921, the percentage of failures was 61 per cent. Last August the percentage was about 40 per cent, and it has zig-zagged in between for the other years. All these examinations are merely mechanical. No informational questions are asked. This is certainly an astounding condition of affairs. As near as I could find out, however, nothing particular is being done to remedy the situation.

Some Questions

I ventured to ask some questions:

1. *What percentage of failures from those who had had four years of English?*
2. *What percentage of failures from those who had had three years of English?*
3. *What percentage of failures from those who had had two years of English?*
4. *What percentage had had four years Latin?*
5. *What percentage had had three years Latin?*
6. *What percentage had had only two years Latin?*
7. *What percentage had had no Latin at all?*

No Answers

In answer to all these questions, Professor Parker said that the University had no record whatsoever. The answers to these seven questions would throw an immense amount of light upon the subject. As it is you know that the English teachers of the state are everywhere held up to scorn. My question simply illustrates how difficult a matter it is to find out what you want to know. Something will have to be done soon about the English situation, and it must be attacked through the "Teacher's Load."

Oakland



Education Poster by a School Girl

F. O. Mower

State Shakespeare Contest

THE COMMITTEE of the State Association of Teachers of English is sending to the high schools the announcement of the annual Shakespeare contest which is to be held at the University of California on Saturday, March 27. The date has been set a little earlier than in past years in order that it may coincide with the meeting of the drama teachers of the state, which is to be held at the University that week.

The widespread interest in this contest on the part of principals, teachers and pupils of the state has made it highly successful as a means of stimulating interest in the study of literature by competitive activity. This year, as in the past, the judges will look for genuine interpretation and feeling on the part of the competitor rather than mechanical results of coaching by teachers. In order to equalize the chances of the smaller schools, the schools will be classified according to size in three groups, and equal prizes will be awarded to competitors from each group of schools.

The committee will send to the schools about March 1 return post cards for the entries. These should be returned promptly, on or before March 13, since the committee must have the entries early on account of the advanced date of the contest. On March 27 the preliminaries will be held in Wheeler Hall on the Campus, and the final in the Greek Theatre.

Robert P. Utter.

University of California
Berkeley

* * *

Jubilee Year

CALIFORNIA State Department of Public Instruction has issued a 31-page bulletin entitled "California Jubilee Year in Her Schools—A suggestive outline and a few sources of information and inspiration." This rich monograph was arranged by Cora Paine McKay and Marguerite Squire of University High School, Oakland. While the bulletin is intended especially for use this school year, it will serve as an admirable outline in California history, industry, and nature study, for many years to come.

The School Janitor

Note:—"The Janitor and the School-Child: Ventilation and Health," is the title of a particularly effective and well illustrated brochure of 12 pages, issued by the Metropolitan Life Insurance Company. Concerning it Mr. Frankel has written as follows:

THIS PAMPHLET has been prepared by Dr. C. E. A. Winslow, of Yale University, in the belief that the importance of the janitor in relation to the health of school children has never been fully recognized. Conditions of heating, ventilation, and cleanliness in the school may markedly affect the health of the children. It is our hope that through the distribution of this pamphlet which we purpose placing in the hands of all school janitors in the United States, we may have them see the importance of their task and the responsibility which rests upon them in preserving and protecting child health. Officials attached to the most modern heating and ventilation systems as well as those of the most antiquated sort will find helpful suggestions in the publication.

Lee K. Frankel, 2nd Vice-President

Metropolitan Life Insurance Company

New York City

* * *

MURAL decoration by a student in the Sacramento Junior College Art Department. This allegorical study is to illustrate a scene in "The Arabian Nights Entertainment."





EDUCATIONAL LITERATURE



Here and There in This and That

WILLIAM JOHN COOPER
City Superintendent Schools
Fresno, California



IS QUITE generally agreed that the most important problem confronting teachers and principals of our secondary schools is guidance. The increase in number and variety of pupils in the secondary schools was followed by the introduction of new subjects, some of them on levels suited to different types of mental ability. The introduction of new courses, later followed by a prescribed course with electives, culminated, in California at least, in an attempt on the part of the State to force the pupil to concentrate somewhat by requiring "majors." If the immature secondary school pupil is to be confronted with a wide variety of choices it stands to reason that counseling and guidance become primary functions of the school.

Guidance of Young People

We have two books designed to help out in this matter. One of them is by Prof. Wm. A. Proctor of Stanford University, entitled "Educational and Vocational Guidance."¹ The broad scope of this volume is indicated by Dean Cubberley in his editor's introduction:

"Beginning with an attempt to direct pupils into the kinds of vocations in which they are likely to succeed, the guidance function has been so expanded, as we have come to understand it better, that today it comprehends educational guidance, health guidance, moral guidance, and social and civic guidance, as well as vocational guidance toward the close of the pupil's school career, proper placement when the training has been completed, and some follow-up oversight to see that the youth gets properly established in the work of life" (pp. vii, viii).

Chapters 7 to 11 inclusive are concerned with phases of guidance along the line of acceptable educational objectives other than the vocational type of guidance. Chapters 12

to 14 inclusive have to do with vocational guidance and placement. In chapter 3 the author has recognized in brief compass many of the factors which underlie all guidance work. Aside from the intelligence test results and school marks, he classifies under the head of "Personal Factors" health, character traits, personal disposition, personal ambition, and early vocational ambitions. We should like to see a much more detailed study of these factors than the author is able to give them in this book. Likewise, the last chapter (15) may well be expanded in the near future into an entire volume. Here, under the title of "Organization of Guidance," the author has a brief treatment of what he calls (a) "the working tools of guidance"; (b) "guidance personnel"; (c) "bureaus of research and guidance."

Like all the Riverside textbooks, the volume is prepared especially to meet college teaching needs. Each chapter has ten or more suggestive questions and exercises, on the whole well selected, together with a selected bibliography.

It is to be hoped that Dr. Proctor's studies will continue along this line, and that this will be the first of a series of volumes, each more detailed.

Psychology of Adjustment

ANOTHER book, attempting to get at a basis upon which guidance may be given, is called "The Psychology of Vocational Adjustment," by Harry Dexter Kitson of Teachers College, Columbia University.² "The book can truthfully be said to have been written in the midst of industry" (p. vii). In all there are fourteen chapters; three more or less introductory, having to do with such matters as the beginnings of vocational psychology, evidences of vocational maladjustments, etc. Chapter 4 is entitled "Vocational Analysis." Educators can agree with the point of view of the author when he says: "From the psychological point of view a vocation has no existence apart from the worker in it; psychologically it is nothing but the worker at work" (p. 53).

Seven possible ends which vocational analysis may serve are given (pp. 53-54):

¹Wm. Martin Proctor. Educational and Vocational Guidance. Houghton Mifflin Co. 367 p. 1925.

²Harry Dexter Kitson. The Psychology of Vocational Adjustment. J. B. Lippincott Co. 280 p. 1925.

- 1—As a prerequisite to intelligent vocational guidance;
- 2—In preparing the job specifications through which they employ their workers;
- 3—The grading and routing of jobs for the sake of rating and promoting workers;
- 4—The construction of a trade test;
- 5—The discovery of wasteful operations; some connected with machinery, others with the worker;
- 6—Setting up of standards of performance;
- 7—Build a curriculum.

After giving some illustrations the author states briefly four principles of scientific analysis: (1) analysis in terms of the occupation itself (p. 66); (2) to analyze in terms of the worker at work (p. 67); (3) to analyze in terms of quantity as well as quality (p. 67); (4) to "make minute measurements" (p. 67). To do this effectively "requires that the psychologist who would engage in vocational analysis must leave the shelter of his academic laboratory and enter the workshop."

The next six chapters are given over to the questions of "physical signs of aptitude" (5); intelligence as a factor (6); "special aptitudes and abilities" (7); interest as a factor (8); "the role of incentives" (9); other psychological factors (10). An interesting contribution in this portion of the book is the suggestion of a "probability table" p. 116-118). Such a table would be after the fashion of a life insurance expectancy table. If a vocation were carefully studied in the light of success of workers and their intelligence, we should be able to predict that if a student passed in the highest 10 per cent of certain intelligence tests he would have, let us say, 42 chances out of 100 of finding himself in the highest 10 per cent of workers in that certain vocation, while if he passed in the lowest 10 per cent on these tests he might have 60 chances out of 100 of finding himself in the lowest 10 per cent of the vocation.

Of course one cannot predict with absolute accuracy what vocational success will be on the basis of a test any more than one can predict from life insurance expectancy tables how long a given individual will live, but the life insurance agent is reasonably certain in telling a man aged 40 just how many chances in 100 he has of reaching the age of 75. From the point of view of the construction of vocational curricula, such probability tables, once constructed, offer unusual possibilities, and they will be helpful also in the guidance of the individual.

The remaining four chapters deal with various aspects of the problems such as records, rating, status of the movement in other countries, etc. Each chapter is provided with a selected set of references ample for the individual wanting to make a detailed study, and for the student using the volume as a textbook. In the Appendix are to be found selected references on tests, and the construction of tests, for sixteen different lines of vocational endeavor.

The book is a worthwhile contribution to the guidance movement at the present time. The author is to be commended for his frankness and for absence of dogmatism.

Ancient Bogies

JUNIOR high school counselors particularly will be interested in reading "Childhood's Fears," by G. F. Morton, head master of the Boys Modern School of Leeds, England; printed in the United States by Macmillan Company.¹ Many will be horrified to think that psycho-analysis has anything to contribute in the guidance and counseling of pupils. Following some 80 pages of discussion and criticism of the psychology of Freud, Jung, Adler, Rivers and others, the author makes this interesting statement:

"Comparing the symptoms of the shell-shock soldier with those of the "inferior" child, we find that they have a common origin in the danger instincts, that there is a remarkable similarity in the symptoms themselves, and that we get a parallel example of regression to the infancy of the individual or the early history of the race. We maintain that these facts tend to confirm the psycho-analytic position that the misdemeanors, the stupidities, and the indispositions of childhood are often neurotic manifestations, frequently the result of the disturbance of the ego instinct; which is the self-preservation instinct, seeking power and security; which is the fear instinct fleeing from danger and insecurity. We have additional confirmation. A tree must be judged by its fruits. The record of cases given in this treatise, none of them in the least degree fictitious, is our final evidence and conclusion." (p. 87,88).

While the book is not entirely convincing, the experiences of every principal and superintendent and of many teachers force recognition of the fact that there is something to be said for the "inferiority-fear complex" as an explanation of certain adolescent difficul-

¹G. F. Morton. *Childhood's Fears—Psycho-analysis and the Inferiority-Fear Complex*. The Macmillan Co. 285 p. 1925.

ties. That the author has not fallen into the pitfalls of many workers in psycho-analysis, but has his own theory, is perhaps best indicated by the following: "It is high time that schoolmasters proclaimed from the housetops that with the average healthy boy sex has the lesser reproach and that fear has the greater" (p. 103). "Freud's attempt to pan-sexualize the emotions has failed. The great war killed it" (p. 117). "... one great cause of neurotic anxiety is the unsolved conflict, the repressed desire, the guilty conscience. There is the conflict of piety against sin, morality against impulse, conscience against desire" (p. 129).

Part I comes to an end with page 183. Part II, consisting of approximately 100 pages, has one chapter on the parent, one entitled "Elkmination," one entitled "Sublimation," a fourth entitled "Herd Instinct" (which in the opinion of the author is of considerable importance), and two concluding short chapters.

It appears that the book is written for English readers, and is based upon cases coming within the author's experience. We recommend it, however, to American teachers of adolescent pupils as an interesting observation with tentative conclusions reached by an experienced and evidently competent English headmaster.

Word Books

"IT IS IN accordance with poetic justice," declares Ernest Weekley, "that the great dictionary-makers of the age that followed Johnson should belong to the two races for which he 'professed a burlesque abhorrence, the American and the Scots. During the greater part of the nineteenth century no English dictionary enjoyed a prestige equal to that of Noah Webster's 'Dictionary of the English Language.' Webster produced no fewer than six dictionaries of various sizes, from his 'Compendius Dictionary' of 1806 to his 'Dictionary for Primary Schools' of 1834." Two of the dictionaries carrying Webster's name and abridged from the Webster's New International Dictionary under Merriam copyright date of 1925 are offered schools at reasonable price by the American Book Company. In the larger of these² the publishers tell us there are 1000 illustrations and 70,000 words and phrases, while in the smaller we are led to expect 900 illustrations and 45,000 words and phrases.

Our estimate of these books is based on random sampling, which may or may not be

adequate. The median page of the "A" words is page 27, which opens with Anadromous and closes with Anchor. On this page 69 words and two suffixes are discussed. Of these, two words (Analogous and Anarchism) have definitions closing with synonyms; one more (Anarchy) has a treatment so complete as to make careful distinction between the proper use of "anarchy" and its synonym "lawlessness." Under two more (Analogy and Anathema) we find notes directing the reader to a like treatment of synonyms under Resemblance and Curse, respectively. A similar study was made of each one hundredth page (i. e., 127, 227, 327, etc.); eight in all. On the basis of this sampling we conclude that approximately 2400 words receive this careful treatment in the Secondary School Dictionary.

A similar study of the corresponding groups of words in the elementary school dictionary³ (disregarding the page on which these words are found), would indicate that in this book some 700 words have received this rather complete treatment in definition. To illustrate more fully, Civil (page 127 of the larger dictionary) has nine synonyms given and seven words rather close in meaning. Careful distinction is made as to the correct use of each of these words. Again, on page 627 (Secondary) about a quarter of a page is devoted to defining the word Sharp and distinguishing carefully between the words sharp, keen, acute, cutting, trenchant, incisive, crisp.

Both dictionaries are well-illustrated. Care seems to have been exercised in bringing them up-to-date by the inclusion of new words, such as aerial, air-hole, Kiwanian, Rotarian, etc. Each dictionary is equipped with an adequate treatise on pronunciation, suffixes, prefixes, spelling, etc., and with lists of proper names, foreign words and phrases, and abbreviations. The elementary dictionary has also a table of weights and measures.

Both books are excellently made and bound in durable fashion. There would seem to be but one objection that might be made to them for school use, and that is the small print (much 6 point). It must be kept in mind, however, that a dictionary is used as a reference book rather than as a text-book. Accordingly, one must either be satisfied with small print, fewer words, less adequate definitions, or pay for a larger volume. It seems impossible to have all the desirable features in any one book.

²Webster's Secondary-School Dictionary. American Book Co. 868 p.

³Webster's Elementary School Dictionary. American Book Co. 726 p.

¹Ernest Weekley. On Dictionaries. Atlantic Monthly, p. 791, June, 1924.

THE LITERATURE OF LETTERS—*Famous literary letters as related to life, to the history of literature, and to the art of composition. selected and interpreted by John B. Opdycke.* 504 p. il. Lyons and Carnahan, Chicago and New York, 1925.

This book purports to furnish guidance for the study of letters written by gifted and noted people. It is not a history of letter writing. It is not a chronological anthology of letters. It is not a book of rules in English composition in general and in letter writing in particular. It is not a standardizer of form and mechanics in letter set-up. It is not "the model letter writer with directions and examples for every letter writing emergency, social, friendly, and business." It is, rather, an attempt to group some very remarkable letters, selected in the main, somewhat at random from the files of literature, according to literary manner or quality; and then to bring such comment and analysis to bear as are calculated to be most valuable for the interpretation of the letters as well as for the training in and inspiration to good letter writing. Content and style are, therefore, the focal points of the study, and they are the bases of selection as well as the bases of such exposition as has seemed necessary.

"The writing of letters," said John Locke, "enters so much into all the occupation of life, that no gentleman can avoid showing himself in composition of this kind. Occurrences will daily force him to make this use of his pen, which lays open his breeding, his sense, and his abilities to a severer examination than any oral discourse." This dictum, with varied paraphrasing down the years, has become a truism. Authors of textbooks in composition rarely fail to point out that, since practically everybody writes letters, letter writing is the one common-sense and fundamental basic for the teaching of composition. This is a truism chiefly because it is inescapably true! But, paradoxically enough, the authors of our composition texts go straight ahead and source nearly all their practice work in composition, not in letters proper, but in the old conventional types and forms. Letter-writing is invariably made a department of composition work; whereas, there is much logic in the argument that composition work should, to a very large extent, if not entirely, be sourced in and derived from letter writing. The letter is the meeting ground of composition and literature, the half-way house between speaking and formal writing. In it there is little of the formidable trumpery

of rule and rote, to be gathered from without and "hammered in," but rather, the irresistible prompting to encourage thought (with its servant style) to develop spontaneously from within.

* * *

PROBLEMS IN HOME ECONOMICS TEACHING—By Leona F. Bowman. 146 p. University of Chicago Press. 1925. \$1.50.

The University of Chicago Home Economics Series, is designed as a contribution to the teaching of home economics in schools, colleges, and universities. The series will cover the fields included in the home economics courses given at the University, and may thus serve as texts in the corresponding courses in other institutions. They are also planned with the purpose of supplying suitable textbooks for secondary schools, and of making available to the general reader, and especially to the educated home-maker, material now often limited to the classroom.

Problems in Home Economics Teaching, the first volume in this series, is the result of experiences in organizing practice teaching, in giving teacher-training courses, in doing state supervisory work in vocational home economics, and in observing the work of a large number of home economics teachers. The cases presented are real, not hypothetical. They aim to supply varied concrete problems which it is hoped may be found of value in stimulating effective thinking by the student-teacher.

* * *

IN PRAISE OF THE SUN—By Constantinos Harpending Pavellas, the "Greek Boy Poet." 126 p. il. Harr Wagner Publishing Company, San Francisco. 1925. \$2.00.

A lovely volume of verse, by a Greek-American lad, who came to this country at the age of 22 months. The introduction is by the poetess, Edith M. Thomas. Lovers of poetry, and of the open air, will enjoy this charming volume.

* * *

ATLANTIS IN AMERICA—By Lewis Spence. Author of "The Problem of Atlantis." 213 p. il. 16 full page plates. Brentano's. 1925. \$4.00.

This handsome book aims to demonstrate the existence of Atlantean culture on American soil, and to compare its manifestations here with those it has put forth in Europe. Teachers of history, geography, and geology, will find fascinating materials here.

OPERA SYNOPSES—*A guide to the plots and characters of the standard operas. By J. Walker McSpadden, author of "Shakespearian Synopses," "Stories from Wagner," etc. Revised edition. 352 p. 16 plates. Thomas Y. Crowell Company. 1925. \$2.50.*

Here is a standard work in new and enlarged form which has been quickly welcomed by its former friends and by still other music teachers, opera-goers, and music-lovers. It is a lineal descendant of a modest little volume which appeared ten years ago, presenting in a terse, get-at-able way, the salient facts about some sixty grand operas. In 1915 this was supplanted by a slightly enlarged book following the same plan. Now this third printing takes advantage of all that has gone before, and also takes note of the many new titles in the operatic repertory of the present day.

The new book is twice as large as its predecessors. It presents 143 operas, from 66 composers. The material is grouped under each composer, who is also given a biographical sketch. Each opera is discussed as to time and place first given, cast of characters, locale, and finally a story-telling argument puts the reader in possession of the plot. For quick reference before hearing an opera it would be hard to find a more useful guide than this. The material is arranged alphabetically by composers, and an index is appended. The work is further embellished with a series of handsome full-page illustrations.

* * *

INTRAMURAL ATHLETICS—*By Elinor D. Mitchell. 191 p., many ils., charts and diagrams. A. S. Barnes and Company. 1925. \$2.00.*

A thorough and comprehensive manual, covering adequately every aspect of intramural athletics. Mr. Mitchell, director of intramural athletics, and associate professor of education, University of Michigan, is nationally known as an authority in this field.

* * *

EDUCATIONAL FRONTIERS—*A book about Simon Nelson Paten and other teachers. By Scott Nearing. 250 p. Thomas Seltzer, Inc., New York. 1925.*

Scott Nearing is one of America's most daring and original thinkers. He battles against reactionarism and plutocracy. His books,—*Social Sanity, Income, The Super Race, Poverty and Riches, The Next Step, etc.*—are known around the world, and stand like great beacon-lights of human progress. "Educational Frontiers" will interest especially college and high

school teachers, but it teems with thought-provoking statements that will challenge every teacher.

* * *

THE RETURN OF THE NATIVE—*By Thomas Hardy, Edited, with introduction and notes, by J. W. Cunliffe, professor of English at Columbia University. The Modern Student's Library. 428 p. Charles Scribner's Sons. 1917. \$1.00.*

Compact, meticulously edited, printed on good paper, in large type, is this worthy series of enduring literary works.

* * *

ACTING VERSION OF "EVERY MAN" AND THE "SECOND SHEPHERDS' PLAY."—*By William R. Duffy. 38 p. paper covers. Bruce Publishing Company. Milwaukee. 1925.*

This little book is intended for the stage director and not for the student of pre-Shakespearian drama. The author, who is professor of speech and dramatic art in Marquette University, has preserved the spirit of the plays, arranged them into acts, and modernized the text.

In our present age of "jazz-mania" and "movy-itis," it is refreshing and wholesome to consider and utilize some of the finer products of an earlier time. The old morality plays smack of a hardihood, a simplicity, a naive earthiness, that is good tonic for sophisticated folk. Professor Duffy's text will be widely used by those who are interested in presenting to this generation some of the noblest flowers of a preceding era.

* * *

FORMATIVE FACTORS IN CHARACTER—*A psychological study in the moral development of childhood. By Herbert Martin. 346 p. Longmans, Green and Company. 1925. \$1.40.*

The professor of philosophy in Drake University has given us, in this scholarly text, the principles for the moral guidance of youth. It is designed for general reading, for study-clubs, parent-teacher associations, and for school use.

Dr. Martin divides his material into four groupings,—(1) introductory, around the child-mind; (2) psycho-biological; (3) psychological; and (4) social and institutional aspects of morals. He shows that the home has declined in its religious and moral influence. With the passing of the family altar no substitute has been offered. What the issue will be is difficult to say. At times the prospect is not pleasing. It looks as though the function formerly performed by religion were being transferred to morality or lost by default.

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At last—

French as it sounds in France

THAT liaison'd, sprightly, perfect-accent French! French with all the suggested play of lips and eyes and hands in its audacious slurrings, its gay leaping over vowels. French as you would hear it and want to speak it were you ordering oysters on half-shell at some famous Paris oyster-bar . . . visiting La Sorbonne . . . chatting with a French companion at the Paris Opera . . . bargaining in an ancient, off-avenue shop for a lustrous, quaint jug, a hand-woven shawl. Anyone can learn to read French with a dictionary. But the accent, color, vivacity of the true spoken French—the pronunciations that would reach your ears, say, on the Rue de la Paix—how can these come except by living sound?

The new Victor course in *French by Sound* supplements whatever text you or your classes study. Here is an astounding opportunity to bring

into the same room with you all but the living presences of two such eminent French scholars as Professor Raymond Weeks of Columbia University (it is he who prepared the texts) and Professor Louis Allard, whose recording French voice is as clearly defined—as alive and true as though he stood not five feet away from you, and you were seeing his lips shape the sounds.

The new Victor course—textbooks, and records—published February 1st is in time for your second semester. You and your pupils need not lack the true Parisian accent, nor find yourselves misunderstood when in France, as have thousands who thought they knew French because they had studied it conscientiously when in school. *Learn to speak French as the French speak it.* Send the coupon below *today* for complete information of *French by Sound*.

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NOTES AND COMMENT

Educational Dates

March

Girl Scouts International Month. Auspices Girl Scouts, 670 Lexington Ave., New York City.

- 18-20—California Annual State Art Conference, Los Angeles. Auspices State Board of Education.
- 25-27—California State Conference, Teachers of Dramatic Art, Berkeley. Auspices, State Board of Education.

April

California Council of Education, Oakland.

- 4—Easter Sunday.
- 5—California State Board of Education. Sacramento.
- 7-8—California Spring Blossom and Wild Flower Association. 4th Annual Flower Show, San Francisco.
- 17—Massachusetts Teachers' Association Annual Meeting, Boston.
- 19-23—California High School Principals Annual Convention, Hotel Huntington, Pasadena.
- 20-24—Girl Scouts of America 12th Annual Convention, St. Louis, Mo.
- 25—May 1—Better Homes Week. Auspices Better Homes in America, 1653 Pennsylvania Ave., Washington, D. C.

May

California Congress of Parents and Teachers, Annual Convention, Pasadena.

- 1—Child Health Day. Auspices America Child Health Association, 370 Seventh Ave., New York City.
- 2-8—National Music Week. Auspices National Committee, 45 W. 45th St., New York City.
- 3-8—National Congress of Parents and Teachers 30th Annual Convention, Atlanta, Georgia.
- 9—Mothers Day.
- 29—Camp Fire Girls of America, National Convention, Stockton, California. Mrs. B. Swanson.
- 30—Memorial Day.

June

- 21-24—Ohio State Teachers' Association, Annual meeting, Cedar Point.

Did You Ever

Write an application for a position? This is the way Wong did it:

I AM WONG. It is for my personal benefit that I write to you to ask for a position in your honorable firm. I have a flexible brain that will adapt itself to your business, and in consequence bring good efforts to your honorable selves. My education was impress upon me in the Peking University in which I graduated number one. I can drive a type-writer with great noise, and my English is great.

My references are of the good, and should you hope to see me they will be read by you with great pleasure. My last job has left itself from me for the good reason that the large man has dead. It was on account of no fault of mine. So, honorable Sir, what about it?

If I can be of big use to you, I will arrive on some date that you should guess.

The above is bona fide copy, written by an Oriental, in applying for a position. Taken from the University of Chicago Magazine.

An Art Aid Bureau

AMERICAN CRAYON COMPANY has recently organized the American Art Aid Bureau to furnish help to art teachers in need of suggested answers to problems and programs in their art teaching. This new department is under the direction of Pedro J. Lemos and John T. Lemos, of Stanford University.

This bureau has just published a 32-page booklet entitled "An Art Outline for Grade Teachers," consisting of a general series of problems compiled for classroom work. The American Crayon Company, Sandusky, Ohio, or The American Art Aid, Stanford University, California, will furnish a copy free upon request. The service which this department renders is also free.

California School Trustees Handbook and Public School Catechism. Fifteen cents per copy. Address California Teachers' Association, 930 Phelan Bldg., San Francisco.

The New Education

(Continued from Page 155)

five centuries: First, compulsion; second, competition; third, natural interest. We have emerged from one to the other with much overlapping and mingling, but Sanderson, as is true of all of our best educators of all times, stressed the last. He said that children were born with a "curiosity," a "drive to know," which should be satisfied and utilized toward educational ends.

Thus we find in his school a wonderful spirit of freedom, a questing for knowledge, where the boys were constantly exercising their creative and social instincts. He believed that the best way to study a machine was to make it, the best way to know a play was to act it, and he favored using up-to-date material. He thought we might even go so far as to give Shakespeare a rest for a while.

On visiting the school at Oundle you might find the boys scattered all over the adjoining country; one out in the fields hunting a special flower or insect; others down by the river with jam jar and fish net; still others in the city bargaining for some material for the construction of apparatus for an experiment.

As a summing up and organizing of this individual or small group work, there were days of special reports, exhibits, and demonstrations of work, at which time there was a most liberal exchange of knowledge.

There grew up in this school the spirit of creation, of co-operation and real community life; getting, giving, living in friendly contact. What better preparation could there be for true citizenship?

Working Tools

WEBSTER'S New International Dictionary in the India paper edition is a beautiful and compact volume containing type-matter equivalent to that of a 15-volume encyclopedia. It has 407,000 vocabulary terms and is the only dictionary with the new divided page. The Collegiate Dictionary is a particularly good abridgement and contains 106,000 words and phrases. The publishers are G. & C. Merriam Company, Springfield, Mass.

Pescadero

PESCADERO'S new High School, San Mateo County, was recently dedicated with impressive ceremonies. Judge Fletcher A. Cutler and Miss Sue T. Irwin, Grand Presidents of the Native Sons and Daughters, officiated. Miss Pansy Jewett Abbott, county superintendent of schools, Roy W. Cloud, president of the Bay Section C. T. A., and High School Principal Edwin L. Williams also participated in the exercises. The high school is three years old and is now comfortably housed in its new reinforced concrete building. This comprises suites of class-rooms, offices, and a large auditorium, and occupies a beautiful 10-acre tract. The architect was Norman Coulter of San Francisco.

* * *

Seven to One

AT a recent election in San Bernardino City, bonds for elementary and high schools carried by a vote of seven to one. The building program, totaling \$785,000, has already begun. An admirable four-page statement, clearly and concisely outlining plans and programs under the bond issue, was issued jointly by the citizens' bond committee, the parent-teacher association federation, and the board of education. C. R. Holbrook, city superintendent of schools, is to be congratulated upon the fine leadership which he is demonstrating in San Bernardino.

* * *

A Merger

WOODWORKING shop teachers and others in the field of vocational education who utilize woodworking machinery in schools will be interested to learn that the American Woodworking Machine Company, a pioneer in this field, has been succeeded by the Yates-American Machine Company. The Yates Company, established in 1884, formerly made only large planing mill machines. Now, however, they are equipped to supply woodworking machinery of every kind and description for schools. The Yates-American Machine Company has offices at 725 Bryant Street, San Francisco, and 1222 Santa Fe Avenue, Los Angeles. The unifying of the two great companies should result in substantial economies in manufacturing and in distribution and facilitate improved service to the schools.

California School Trustees Handbook and Public School Catechism should be read by every school trustee in the state. It is concise and meaty. It answers universal questions.

Webster's New School Dictionaries

SECONDARY SCHOOL DICTIONARY

70,000 Words and Phrases; 1,000 Illustrations; 846 Pages;
Price, \$2.20; Indexed, \$2.40

ELEMENTARY SCHOOL DICTIONARY

45,000 Words and Phrases; 900 Illustrations; 710 Pages;
Price, \$1.20

Review in March (1926) SIERRA EDUCATIONAL NEWS by
Supt. Wm. John Cooper, Fresno, California

"It is in accordance with poetic justice," declares Ernest Weekley (Atlantic Johnson should belong to the two races for which he professed a burlesque abhorrence, Monthly, June 1924, p. 791), "that the great dictionary-makers of the age that followed the American and the Scots. During the greater part of the nineteenth century no English dictionary enjoyed a prestige equal to that of Noah Webster's 'Dictionary of the English Language.' Webster produced no fewer than six dictionaries of various sizes, from his 'Compendious Dictionary' of 1806 to his 'Dictionary for Primary Schools' of 1834."

Two new Dictionaries carrying Webster's name and abridged from Webster's New International Dictionary, under Merriam copyright date of 1925, are offered schools at reasonable price by the American Book Company. In the larger of these there are 1,000 illustrations and 70,000 words and phrases, while in the smaller there are 900 illustrations and 45,000 words and phrases.

Our estimate of these books is based on random sampling. In the Secondary School Dictionary the median page of the "A" words is page 27. On this page 69 words and two suffixes are discussed. Of these, two words (*Analogous* and *Anarchism*) have definitions closing with synonyms; one more (*Anarchy*) has a treatment so complete as to make careful distinction between the proper use of "anarchy" and its synonym "lawlessness." Under two more (*Analogy* and *Anathema*) we find *Resemblance* and *Curse*, respectively. A similar study was made of each one hundredth page (i.e., 127, 227, 327, etc.); eight in all. On the basis of this sampling we conclude that approximately 2,400 words receive this careful treatment in the Secondary.

A similar study of corresponding groups of words in the Elementary School Dictionary (disregarding the page on which these words are found) would indicate that in this book some 700 words have received this rather complete treatment in definition.

Both dictionaries are well illustrated, and care seems to have been exercised in bringing them up-to-date by the inclusion of new words, such as "aerial," "air-hole," "Kiwanian," "Rotarian," etc. Each dictionary is equipped with an adequate treatise on pronunciation, suffixes, prefixes, spelling, etc., and with lists of proper names, foreign words and phrases, and abbreviations. The Elementary School Dictionary has also a table of weights and measures.

Both books are excellently made and bound in durable fashion. There would seem to be but one objection that might be made to them for school use, and that is the small print (much 6 point). It must be kept in mind, however, that a dictionary is used as a reference book rather than as a text book. Accordingly, one must either be satisfied with small print, fewer words, less adequate definitions, or pay for a larger volume. It seems impossible to have all the desirable features in any one book.

AMERICAN BOOK COMPANY

121 Second Street, San Francisco

World Federation

(Continued from Page 142)

today do not make the environment or circumstances under which they are being brought up. They did not produce the automobile, the moving picture or any other of the modern conveniences which may be accessories of crime as well as elements of progress. Where the young person of a generation ago had one opportunity to go astray, the young person of today has scores of them. We have invented new crimes and have multiplied the facilities for committing them. Possibly, we have not kept pace in our moral instruction and moral safeguard with the moral hazard brought on by modern invention and discovery. Teachers must believe that it is possible to guide the young of today to sober and industrious and substantial manhood and womanhood tomorrow. If the teacher believes this, then she must believe that it is possible by proper teaching to bring up a group of people who will have even higher ideals of law observance, of the spirit of justice and of the virtues which should dominate society.

THE READERS of the Sierra Educational News may be interested to know that progress is being made toward the location of the meeting of 1927. Brussels, Toronto and Honolulu seem to be in the lead at present. They will be pleased to know that arrangements are being made for the appointment of eight committees, five of them representing the work on the Herman-Jordan Plan and three of them additional committees pertaining especially to universities, their history, contents of the curricula and bibliographies, and also the possibilities of a federation of universities and colleges throughout the world through which studies may be perfected and credits transmitted. It is the plan to center the program of the next Federation meeting around these reports. These committees include:

(1) The formation of a committee on education for peace to function in connection with the several educational groups in the different nations and to cooperate with many already established organizations for peace in all parts of the world.

(2) A committee to investigate the present teaching of history the world over, reporting also on textbooks, their virtues and their delinquencies, from the standpoint of international amity and stressing the need that history should be just and true so far as it goes.

(3) A committee to investigate and to consider the advisability, together with ways and means of promoting international understanding on the part of students of various ages through the international use of athletic sports, especially those games which involve cooperative action of "team play."

(4) A committee to study the arguments for war as a cosmic necessity, the idea of military training in schools and colleges and the possible

advantages and disadvantages to the individual and to the nation.

(5) A committee to study the Hague Court of Arbitration, the Permanent Court of International Justice, the League of Nations and the various efforts that have been made to produce better international understanding.

Teachers all over the country are struggling to find materials which they can use in developing the spirit of goodwill and justice. Publications will soon be within easy reach of teachers and an abundance of material will be available. The struggle that is now going on and the effort that is being made to develop not only materials but methods of teaching directed toward the one great end of world brotherhood and universal peace must ultimately result in a long stride forward of the human race.

* * *

Human Poetry

TEACHERS ARE PEOPLE—*Being lyrics of Agatha Brown. 3rd ed. 61 p. David Graham Fischer Corporation, Hollywood, California.*

VIRGINIA CHURCH, whose pen name is Agatha Brown, was formerly a high school teacher of English in the Franklin High School of Los Angeles. She found romance in her daily task and has revealed the beauty of child life.

Rupert Hughes, in a recent review of Mrs. Church's vivid verses, points out that she "has a keen sense of the ridiculous, but she has good sport and good sense enough to turn it on herself. She loves to show how badly she has been fooled by appearances. She loves to show how human teachers are, using the word 'human' in the sense of fallible and liable to the very faults they are paid to correct."

What could be more delicious, promising and disarming than such a confession as this:

Not Mellin Food

*In Study Hall today,
I took a lurid-back novel
Away from Clarice Ritter.
It was called "The Purple Passion."
I warned her
Not to waste her God-given intellect on
such trash,
To spend the remainder of the period
On Pope's "Essay on Man."
I was about to consign the Passion to the
waste basket,
When a phrase intrigued me;
I took it home and finished it in bed."*

Always there is rejoicing, say we, when some witty seer reveals that school-teachers are not filled with damp sawdust but are made of the same divine and stubborn clay of which all humanity is molded.

WHY DID 1000 HIGH SCHOOLS ADOPT
Tanner's Composition and Rhetoric
WITHIN A YEAR OF PUBLICATION?

WHY ARE MORE THAN THREE TIMES THAT NUMBER
NOW USING THE BOOK?

Because it emphasizes the function of grammar rather than its form.—Because it gives a more ample and effective discussion of sentence structure, the basis of expression, than any book of similar scope.—Because it works to overcome habitual errors.—Because first, last and always it stresses clear thinking as the necessary prelude to orderly writing.

This is the adopted text in the high schools of San Francisco, Oakland, Fresno, Modesto, and more than 100 other California cities.

GINN AND COMPANY
45 SECOND STREET SAN FRANCISCO

Ashley's New Civics

(Revised and rewritten)

Part I—The Citizen and Society
Part II—American Democratic Government
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School Papers

(Continued from Page 158)

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Council of Education

Transactions of the Board of Directors
February 6, 1926

THE BOARD convened at 10 o'clock in the office of the Executive Secretary, 930 Phelan Building, San Francisco. President Keppel presided. Roll call disclosed the presence of the following members:

S. M. Chaney	Wm. P. Dunlevy
Roy Good	Fred M. Hunter
Wm. John Cooper	Mark Keppel
Walter Crane	Mary F. Mooney

Robert L. Bird was prevented from attending on account of illness.

The minutes of the last meeting of the Board, December 4, 1925, were approved, as printed on page 89 of the February, 1926 issue of the Sierra Educational News.

The following motion was unanimously carried:

"All official actions of each meeting of the Board of Directors shall be published in the first issue of the Sierra Educational News after such meeting. A set of complete proceedings including all actions of the Board and important discussions shall be sent each member of the Board immediately following each meeting of the Board."

A financial statement for the year ending December 31, 1925 was presented, this with the completed Budget for 1926 to come before the Board of Directors at the annual meeting in April.

By motion, the work of Publicity was transferred from the Division of Advertising to the Division of Research and Statistics.

As a committee to replace the former Advisory Editorial Board on the Sierra Educational News, the chair appointed Mr. Cooper, Mr. Chaney and Miss Mooney.

On Order of Business, chair appointed a committee composed of Mr. Hunter, Mr. Bird and Mr. Crane.

On motion there was unanimous approval to reimburse President Keppel for loss of salary (if any) in attendance on the Superintendents meeting at Washington, D. C.

The following motion was unanimously carried:

"At the close of each fiscal year, a full and complete audit of the books of the Association, including each Placement Bureau operated and leased by the Association, shall be made and presented to the Board of Directors."

On motion the chair was authorized to use \$1000, or as much thereof as necessary, in the interest of fully protecting the rights of schools and children in the Butte County Budget Case now before the Superior Court.

The State Board of Education Committee reported on the meeting held in Los Angeles, February 1 and 2.

President Keppel reported that according to action taken at the last meeting of the Council and Board, assistance, financial and otherwise, had been tendered to the State Board of Education in the matter of data being collected on the Retirement Salary situation. The committee was assured by the State Board that no help was needed.

During the meeting, consideration was given the question of the cases now at law involving school interests and other important matters.

Meeting adjourned.

Arthur H. Chamberlain
Executive Secretary

* * *

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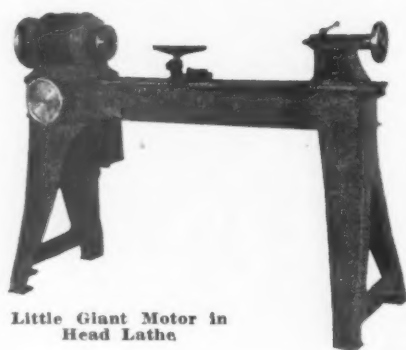
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* * *

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* * *

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*Mrs. May L. Cheney, Appointment Secretary
University of California, Berkeley*

NO matter how much money is spent for buildings, equipment, and in "overhead," the worth of a school depends upon the quality of its teachers. The statistics that were quoted at Pasadena showed that there will be plenty of teachers to choose from. The question is, "How is the choosing to be done?"

With 18 institutions in the State authorized by the State Board of Education to train teachers for our California Schools, we are assured of an abundance of "home talent." Our advantageous position and good professional standing continue to bring us a goodly supply of the most enterprising eastern teachers. In place of "hiring at the gate," superintendents may avail themselves of the opportunities offered and make sure of finding not "a" teacher, but "the" teacher that each position demands.

That the rural schools may have just as good an opportunity as city schools now enjoy, the county superintendents are urged to use the rural supervisors to help them in placement work. One county superintendent placed 200 teachers in his county last year. Much of this placement was due to shifting within the county. For recruiting new teachers, the State offers 18 different centers for selection of candidates, and the California Teachers' Association adds two more.

During the week of the Pasadena convention, there were several meetings of the Western Association of Appointment Secretaries, and uniform records were agreed upon which will materially simplify the work of these offices, and insure quicker and better service.

* * *

APPOINTMENT SECRETARIES OF THE EIGHTEEN CALIFORNIA INSTITUTIONS AUTHORIZED BY STATE BOARD OF EDU- CATION TO TRAIN TEACHERS FOR CALI- FORNIA SCHOOLS.

California School of Arts and Crafts—F. H. Meyer
2119 Allston Way, Berkeley

Chico State Teachers College—C. M. Osenbaugh,
President, Chico

College of the Pacific—Marian Barr, Stockton
Dominican College—Sister Raymond, San Rafael
Fresno State Teachers College—Maude Schaeffer
Fresno

Humboldt State Teachers College—Ralph W.
Swetman, Arcata

Mills College—Esther Allen Gaw, Mills College
Occidental College—Ernestine Kinney, Los Angeles
Pomona College—William S. Ament (Secretary of
the Faculty), Claremont

San Diego State Teachers College—W. L. Ndia
San Diego

San Francisco State Teachers College—Archibald
B. Anderson, Acting President, San Francisco

San Jose State Teachers College—Marie Curtis
San Jose

Santa Barbara State Teachers College—Mrs. Jane
C. Miller, Santa Barbara

Stanford University—Mrs. Elizabeth Snell, Stan-
ford University

University of California—Mrs. May L. Cheney
102 Haviland Hall, Berkeley

University of California (Southern Branch) M.
Burney Porter, 123 Millsbaugh Hall, Los
Angeles

University of Redlands—Marian N. Hudson
Redlands

University of Southern California—Edith M. Weir
Los Angeles

* * *

SAN DIEGO CITY

IT is particularly satisfying to examine a city superintendent's report that covers a six-year span. This gives a base-line sufficiently long to make possible real analyses and valuations. City Superintendent Henry C. Johnson of San Diego has recently prepared such a report occupying 48 pages with numerous illustrations and tables. There are many sections of this excellent report that are worthy of reproduction and comment. Space permits us, however, to mention only two.

Revising the curriculum, says Johnson, is more or less of a continuous process in the elementary schools in order that it may be more constantly serviceable to the needs of growing children. Each advance in the sum total of educational knowledge and every improvement in the method and equipment for teaching must of necessity find its expression in the course of study. Revision is thus less drastic than gradual, and is based upon the tested and enlightened experience of classroom work.

The adjustment of material to pupil needs, declares Mr. Johnson, constitutes the fine art of teaching as well as of curriculum planning. From the very nature of its variety and content no detailed statement can be undertaken here. However, it can be affirmed that projects, minimum essentials, enriched courses, and other means designed to promote or equalize educational opportunity are constantly revised to date as the frontiers of knowledge in this field are pushed forward.

The cost per pupil in average daily attendance for the past five years is graphically shown by the following table:

	High	Elementary	
1920-21.....	\$213.82	\$74.15	\$110.20
1921-22.....	196.30	79.45	112.08
1922-23.....	178.15	94.82	116.49
1923-24.....	183.68	91.32	116.18
1924-25.....	191.92	81.25	110.10

State Teachers College of San Diego

Summer Session of 1926

(The summer temperature in San Diego averages less than 70 degrees F.)

Term I— June 28, to August 6,—6 weeks

Term II—August 9, to August 31,—4 weeks

Program for Term I:

Ten (10) courses in administration and supervision.
 Eleven (11) courses in elementary and junior high school education.
 Twelve (12) courses in special subjects—as physical education, music, art.
 Eighteen (18) collegiate courses in literature, history, psychology, geography, Spanish, geology, climatology and meteorology, physiography.
Demonstrations: Open to all teachers in attendance, in a free period:—
 Primary: A beginner's class.
 Elementary: Fourth grade fundamentals
 Elementary: Sixth grade projects
 Rural school: Desirable procedure.

Program for Term II:

Period I 8:05- 9:20—The state course in Education for Citizenship.
 Period II 9:25-10:40—The state course in the Constitution.
 Period III 10:45-12:00—The state course in Public Education in California.
 Period IV 1:15- 2:30—Principles of Elementary Education.
 N. B. (1) For efficient (not too large class groups, enrollment in Term I limited to 650; in Term II to 150.
 (2) Classes begin at 8:00 a.m., close at 2:00 p.m., in Term I.
 (3) A program of recreation, including lectures, excursions, and field and water sports.

Fees: Term I—Registration \$10.00; student lecture fund \$2.50
 Term II—Registration 5.00; student lecture fund 1.50
 Bulletin ready March 6th. Address the Registrar.

Sierra Summer School

Regular Summer Session of the

Fresno State College

Held at

Huntington Lake

June 28—August 6, 1926

Huntington Lake is situated in the Sierra Nevada, seventy-five miles from Fresno, at an elevation of 7000 feet above sea level. The summer climate is cool and stimulating, and the region is one of great scenic interest.

Courses are offered in Art, Astronomy, Biology, Education, English, Geography, Geology, Mathematics, Music, Physical Education, Social Sciences. Candidates for the Administration and Supervision credentials will find courses of particular interest. A new course in Scout Leadership is to be instituted.

The Summer School bulletin is now ready for distribution; a copy will be mailed on request.

Address

DEAN OF SUMMER SCHOOL,
 Fresno State College,
 Fresno, California.

San Francisco State Teachers College

SUMMER SESSION

June 21 to July 30, 1926

Culture courses and required professional courses for candidates for degrees and credentials.

A course in Individual Differences and Individual Instruction. Lectures, materials, and a demonstration school.

Courses in the Physical Sciences, Biology, Health Education, Psychology, the Social Sciences, Literature, Music, Art, Stagecraft and Impromptu Dramatization, Physical Education, Sewing. Courses required for credential adjustment, such as Public Education in California, Constitution of the United States, etc. Also courses required for the Administration and Supervision credential.

San Francisco has an unparalleled working climate and unlimited opportunities for music, art, and recreational diversion.

Address Clara Crumpton, Registrar

STATE TEACHERS COLLEGE

San Francisco, California

Chico State Teachers College

SUMMER SESSION

Mt. Shasta, California

June 21 to July 30, 1926

An ideal summer location on the slopes of Mt. Shasta

COURSES IN—

Teachers Training and Collegiate work leading toward—
Credentials and the A. B. degree

SPECIAL COURSES IN—

Supervision and Administration—Music, including band, orchestra and directors' course—Dramatics—Coaching major sports—Supervising playground activities

Courses meet State requirements for credentials

Camp Life—Recreation:—Dramatics, Games, Hikes, Trips to the Top of Mt. Shasta, Camp fire amusements—Cafeteria on grounds.

Many interesting and scenic points within short distance of camp

The scenic beauty of northern California is unsurpassed

Total cost, including \$10.00 registration fee, room and board—\$75.00

Bulletin on application to C. M. Osenbaugh, President
State Teachers College, Chico, California

California Shakespear Feestival

THE LITTLE THEATRE of the University of California is co-operating with the California Association of Teachers of English and the Drama Teachers' Association of California in sponsoring the State-wide Shakespeare festival and contest to be held at Berkeley March 27.

Besides helping in the publicity for the contest and arranging for details on the campus, the Little Theatre will give a complimentary performance of one of their repertory plays for the visiting students and teachers on Friday night, March 26.

The contest differs this year from those of previous years in that every contestant who wins a place in the finals, to be given in the Greek Theatre Saturday afternoon, will receive a copy of one of Shakespeare's plays. The classification of the high schools into large, medium and small, will be preserved throughout the contest, and in the finals the three best in each group will compete for first place. To each school from which a first-place speaker comes will be awarded a prize suited to the occasion. As girls and boys compete separately, there will be the possibility of six schools in the state gaining recognition for excellent interpretation of Shakespeare.

The idea of the contest seems to have struck a responsive note throughout the country, for not only in California is interest growing, but the Pittsburgh Centre of the Drama League, in one of its recent Bulletins, speaks favorably of California's plan and wishes for a more widespread adoption of the idea.

Study in the Cool Summer Climate of the Montana Rockies

State University of Montana SUMMER SESSION

June 21 to August 20 at Missoula

For bulletins address
State University, Missoula, Montana.

Teachers Wanted

POSITIONS for summer vacation available for a few selected teachers, in our educational extension department. Good salary; some traveling; may be made permanent.

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The-boy-at-the-type-case soon realizes the importance of correct spelling, paragraphing, punctuation, capitalization, and word arrangement. To him language rules are tools which he must use, and use properly, to build his finished product. The building of a beautiful piece of printing requires the application of thought, skill, and artistry, governed by the rules of grammar, English, and arithmetic. Surely such a combination makes Printing one of the master tools of education.

The expense of installing printing in your schools is no more than that of other manual arts subjects. There is a printing outfit for every type of school. Write, giving details regarding the kind of school you hope to equip with printing, and let us send you full information regarding all details of installation. If desired, a representative of the American Type Founders Company, from its nearest Selling House, will visit you for a personal interview. The school year is well under way—write to-day.

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American Type Founders Company

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A CORPS OF TRAINED EDUCATORS, ENGINEERS AND SALESMEN AT YOUR SERVICE

Education in the Republic of Turkey

CASS ARTHUR REED
Dean, International College of Smyrna,
Turkey

Cass Reed, known as one of the foremost school men of Asia Minor, recently prepared an unusually clear statement of the educational situation in the new Republic of Turkey. His paper was published in the official national organ of Phi Delta Kappa; a brief excerpt is reproduced herewith

THE American schools are constantly receiving evidences of the appreciation in which they are held by students and patrons. Their equipment, in many instances really excellent, the splendid type of American men and women they have attracted to their staffs, as well as the strong type of Turkish teachers associated with them, their emphasis on athletics and other forms of student activity, their democratizing influence, and particularly the confidence that parents have when they say, "Somehow, you turn out men," has crowded the American schools with students representing all classes of the community.

The foolish idea that Turks are hostile to foreigners is dispelled by a visit to one of these institutions. For example, at the International College with full government approval, the radio fans listen in nightly to the concerts of Europe, while in Greece, and other neighboring countries, radio is still forbidden.

Our athletic meets are attended by the local dignitaries, and praised in the Constantinople dailies. Incidentally it may be mentioned that this college introduced athletics into Turkish schools many years ago, and had the first electric lighting system in the empire. Our meteorological reports are sought for from places as distant as London, and our graduates have taken high stand in American universities, where the diplomas of the college have been received on terms of equality with those of first-class colleges in the United States.

Of course, American institutions alone cannot solve the educational problems of Turkey; they can only contribute to a solution. Their Turkish graduates are too few and mostly young. The most noted woman leader in Turkey, Halide Hanum, author of "The Shirt of Flame," is a graduate of the American Constantinople College.

University Training of Commercial Teachers in the High Schools of California

An investigation of the educational equipment and needs of commercial teachers carried out with their co-operation.

THIS admirable survey and investigation covering nine printed pages opens up many important aspects of the preparation of commercial teachers. Frances Effinger Raymond and Elizabeth Starbuck Adams, the authors of this research, have accomplished a valuable and praiseworthy piece of investigation. Space limitations forbid the reprinting of the conclusions in full. The following significant statements, however, may be cited:

"It seems apparent that the State University is not yet ready to meet the responsibility for the training of teachers of the high schools of the State, except within the limit of the stereotyped so-called academic subjects—these subjects, of course, representing only a part of the present high school curriculum.

"Yet, to safeguard the future, there must be preparation today. Somewhere and somehow teachers of commerce will continue to prepare themselves for their chosen work. It remains the privilege of educational authorities in this State to decide whether that training shall be taken within its own University or in universities outside California."

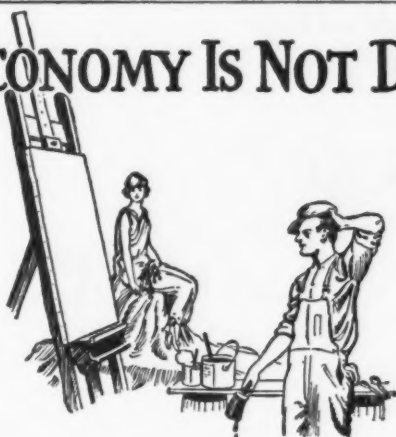
Copies of the monograph may be obtained by addressing the Gregg Publishing Company, Phelan Building, San Francisco.

* * *

Community School Days

These days are now a standard and popular feature of Sonoma County schools. Trustees, parents, patrons, pupils, and teachers from remote coast districts met recently with County Superintendent Louise Clark and her assistants. Pupils of these coast schools are provided with hot chocolate for the lunch hour. Schoolrooms and surroundings have been renovated. Phonographs and library facilities have been given. Consequently, excellent teachers have been retained. Each teacher, with the help of her pupils, has made her schoolroom attractive. All schools are working toward the goal of a standard school, which involves accredited scholarship and a satisfactory school plant. The coast districts are a progressive group. To visit eight of the schools it is necessary to travel a distance of 180 miles, circling mountain grades and winding through beautiful Californian forests and canyons.

ECONOMY IS NOT DETERMINED BY PRICE



*Any More Than Art
is Determined
by Paint !*

WHEN an industrial plant is being equipped, the question considered is not: "How little money will it cost?" but rather—"How will the equipment serve? Will it wear without constant repair? Can parts be supplied, when renewal is necessary? Will the organization supplying the equipment be ready to stand behind its product at all times?"

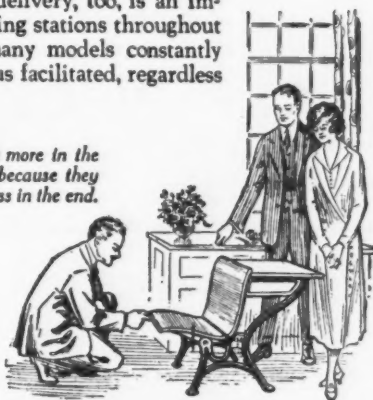
It is just such questions as these which the buyer of school seats should put to himself. The exterior of school seats may be similar in general outline, but the essential superiority of one desk to another depends upon qualities **BUILT INTO IT**, beneath the surface.

And it is these **HIDDEN** features [sturdiness and dependability, the lasting satisfaction of continued usage] which have created for "American" school equipment country-wide recognition. Promptness of delivery, too, is an important factor. In our 53 distributing stations throughout the United States a supply of many models constantly awaits your order. Shipment is thus facilitated, regardless of rush seasons.

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Teachers Stimulate your English composition classes!

All of your pupils will be interested in the RCA \$5000.00 Radio Essay Contest and will be anxious to win the large prizes offered. Two hundred and sixty prizes from \$1000.00 down are offered by the Radio Corporation of America for the **best essays on radio broadcasting** written by boys from 12 to 18 years of age.

Your students can thus bring the value of your instruction and your school before the entire nation, as the thoughts on radio brought forth by this means will undoubtedly be discussed by all educators.



*We will be glad to furnish you with
all details and further suggestions.*

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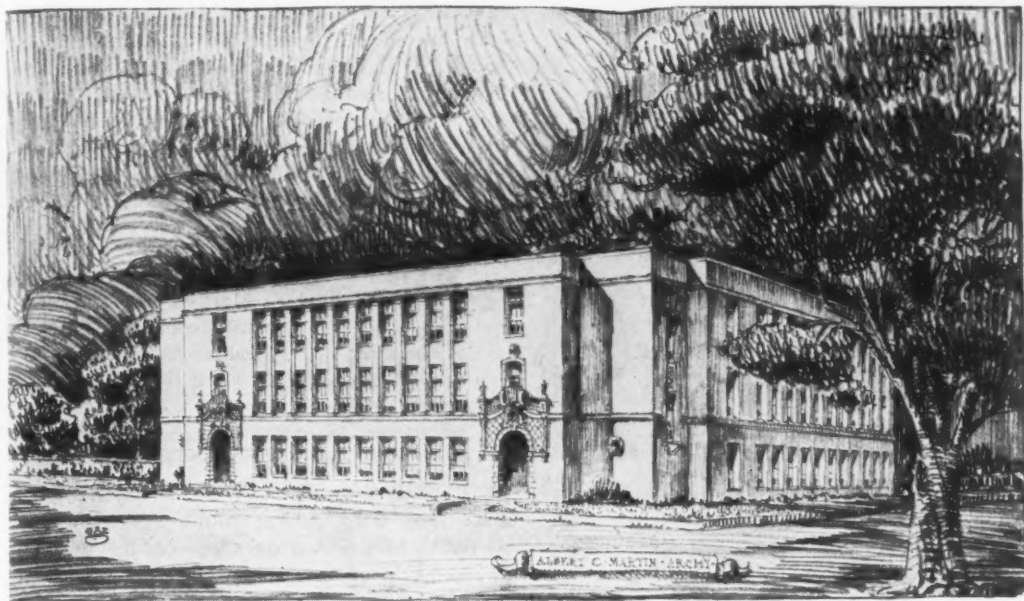
601 Mission Street
San Francisco

222 So. Los Angeles Street
Los Angeles

List of California Public Libraries

(Continued from Page 161)

Vallejo.....	Public Library.....	L. Gertrude Doyle.....	22,040
Ventura.....	Public Library.....	Elizabeth R. Topping.....	6,686
Ventura.....	Ventura County Free Library.....	Elizabeth R. Topping.....	55,526
Visalia.....	Free Library.....	Mrs. M. J. McEwen.....	8,038
Visalia.....	Tulare County Free Library.....	Gretchen Flower.....	94,383
Watsonville.....	Public Library.....	Belle M. Jenkins.....	10,661
Weaverville.....	Trinity County Free Library.....	Mrs. Lila G. Adams.....	14,493
Whittier.....	Public Library.....	Ruth Ellis.....	18,336
Willits.....	Free Public Library.....	Mrs. Sarah R. Livermore.....	3,190
Willows.....	Free Public Library.....	Elizabeth Eubank.....	7,786
Willows.....	Glenn County Free Library.....	Mrs. Faye K. Russell.....	33,807
Woodland.....	Free Library.....	Mrs. Irma C. Bruton.....	9,399
Woodland.....	Yolo County Free Library.....	Nancy C. Laugenour.....	69,541
Yorba Linda.....	Library District Library.....	Margaret McFadden.....	5,504
Yreka.....	Free Public Library.....	Nellie Dowling.....	3,112
Yreka.....	Siskiyou County Free Library.....	Ellen B. Frink.....	54,199
Yuba City.....	Sutter County Free Library.....	Frances M. Burket.....	31,160



Polytechnic High School, Los Angeles
A. C. Martin, Architect

Completely Equipped with Standard-Built Kewaunee

This beautiful new Southern California School is being completely equipped with Kewaunee Laboratory Furniture—standard-built—manufactured by specialists in a great manufacturing plant famous for the beauty and excellence of its product.

How much better it is to equip with Laboratory Furniture that has become standardized through a generation of experience in equipping other similar schools than to experiment—especially when the proper woods, highly specialized workmen and a factory equipment for manufacturing technical equipment is so essential.

An increasingly large number of educators and architects now endorse this plan, and most schools, as they are built, are becoming Kewaunee equipped.

The Kewaunee Line represents, a great many school authorities have assured us, the most complete, most modern and most scientific collection of Laboratory equipment in America. Every individual item of Furniture in the Kewaunee Line has been designed with a full knowledge and sympathetic appreciation of its pedagogic importance.

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C. T. A. Bay Section

Report of the Treasurer

December 10, 1925

J ANUARY 1, 1925, bal- ance C. T. A. funds.....	\$ 7,225.20
Received from 6279 dues at \$3.00	\$18,837.00
Interest on savings ac- count to July 1, 1925.....	257.78
Found cash	7.75
Total Receipts.....	19,102.53
Dec. 10 total balance and receipts	\$26,327.73

Expenditures

6279 dues at \$2.00.....	\$12,558.00
Office equipment	129.65
Secretary clerical	609.55
Secretary salary	458.28
Office rent	169.25
N. E. A. delegates.....	1,000.00
Emergency	318.35
Telephone expense	113.69
President's expense	230.00
Bay Section traveling ex- pense	419.94
Publicity committee	117.59
Postage	136.24
Secretary miscellaneous....	279.78
	16,540.32
Balance C. T. A. funds.....	\$ 9,787.41

Institute Funds

Jan. 1, 1925—Balance In- stitute funds	\$ 28.28
Dec. 10—Received from Superintendents	700.00
	\$ 728.28
Dec. 10, 1925—Paid for 1924 bills.....	\$131.23
Dec. 10—1925 bills 50.00	
	181.23
Dec. 10—Balance in Su- perintendent's fund	547.05
Dec. 10, 1925—Cash bal- ance 1925 funds to date	\$10,334.46

(Signed) E. G. Gridley,
Treasurer.

WE, THE members of the auditing com-
mittee of the California Teachers' As-
sociation, Bay Section, have on this day, De-
cember 12, audited the books of E. G. Gridley
and find the report submitted by the secretary
as being correct, showing the total balance
on hand December 10 of \$23,063.46, distributed
as follows: In the savings account, \$18,074.91;
in the checking account, \$4,988.55.

Respectfully submitted,

(Signed) Mardele Robinson,

Lillian M. Stockwell,

Edgar E. Muller,

Chairman.

* * *

Inyo Resolutions

AT THE Inyo Teachers' Institute resolu-
tions were passed which have been dig-
gested as follows: Appreciation of hospitality;
appreciation of the State Superintendent and
his work; appreciation of the work of the
county library; the measurement work, and
the county nurse and dentist; deploring laxity
in the granting of excuses to school children
for hypothetical sickness; emphasizing high
ideals in school activities; favoring the metric
system.

Tenure

"Whereas: The tenure law passed by both
houses of the legislature at its last session, and
thereafter vetoed by the governor of Califor-
nia, disposes of all valid objections to the
existing tenure law without weakening it in
any respect, therefore

"Be it Resolved, That we urge the California
Teachers' Association to take the necessary
steps, through the initiative, to have this or
an equivalent measure submitted to the voters
of California for ratification at the next general
election."

Urging teacherages; strongly favoring a fed-
eral department in education; heartily favoring
the work of the C. T. A., and advocating a 100
per cent membership; favoring a joint insti-
tute next year with one of the neighboring
counties.

The Placement Service of the Cali-
fornia Teachers' Association has won
national recognition. Thousands of
teachers are registered. Write, for in-
formation and blanks, to Berkeley office,
Center Street, Berkeley.

Pacific Arts Association Convention

SECOND ANNUAL convention of the Pacific Arts Association is to take place at Los Angeles March 18, 19, and 20. There is an elaborate and attractive program arranged for the delegates, and an exhibition of the work of schools in 3 or 4 states will be held in the new art galleries of the Museum of History, Science and Art at Exposition Park, Los Angeles.

Educators generally and art teachers in particular will look forward to this convention with the expectation of great things because of the great success of the convention last year in San Francisco. This association is doing much to promote the education of art teachers through a wider view of their subject in many school systems, and the council thrashes out moot subjects. A glance at the program will indicate the sort of treasures which ought to be revealed.

Features of the exhibit will be work by the teachers themselves, and demonstrations of new methods such as the application of dynamic symmetry.

Drawing and Art generally is gradually coming into its own in the educational world. Such great educators as President Emeritus Eliot of Harvard are stating in tones that can be heard plainly that we must neglect this subject no longer, that it must be advanced to its proper position of importance, and that we must not be able to say longer that it is "pitifully neglected" in our public schools. Such associations as the Pacific Arts Association provide the means for real study of art as an educational factor and it is expected that state, county and city supervisors will give this convention every support.

The addresses of the treasurer and secretary are as follows: Treasurer, Mrs. Agnes Ray, 460 Staten Ave., Oakland; Secretary, Miss Myrta Herbert, Lincoln High School, Los Angeles. Membership is \$2 a year. For reservations in the exhibit address,

Frederick J. Schwankovsky

Manual Arts High School
Los Angeles


EUROPE—Summer of 1926

A small party personally arranged and conducted through six countries, by Richard H. Barker and C. W. Thomas, former Rhodes Scholars from California and Texas.

Detailed information on application.

RICHARD H. BARKER

638 Hamilton Ave., Palo Alto, California



Drawing Animals

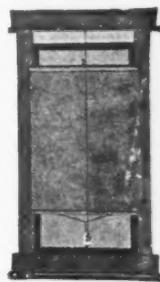
EACH year, the children love to draw animals in drawing or seat work classes. One of the most successful ways to do this is to outline the form first with black or brown "CRAYOLA." Fill in the color with straight up and down strokes of "CRAYOLA" in colors.

Lazy ducks, lively hares, and important roosters will make attractive drawings. They can be cut out, too, for a barnyard poster.

Our Art Service Bureau Outline for Winter contains eight different ideas for March. Send for your copy

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